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—Helen Goodwin

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—D. R. Milne

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—C. H. McCloy

JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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CAHPER CONVENTION HEADQUARTERS . . .

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Vol. 25 April - May, 1959 No. 5

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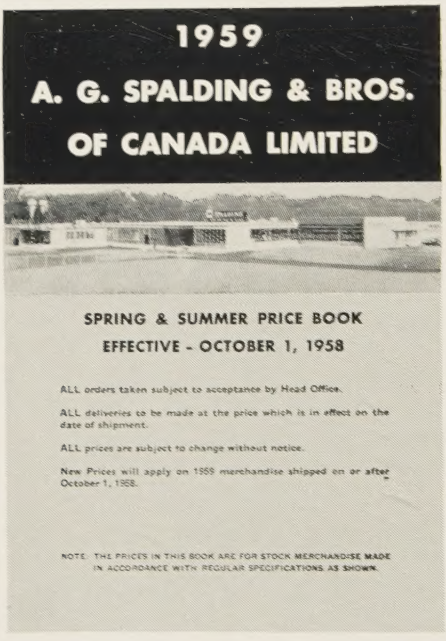
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THE CAHPER ORGANIZATION is a nation-wide, voluntary, non-profit, non-political lay and professional association dedicated to raise Canadian health, recreation and physical education standards. The association seeks to promote the professional growth and technical competence of its members, to act as an "ideas trading centre", to make fact-finding studies, and to co-operate with various cultural and athletic organizations whose objectives are to enhance the lives of Canadians physically, recreationally and aesthetically.

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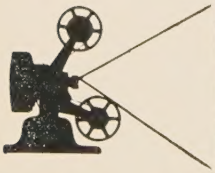

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ANNOUNCEMENTS REGARDING THE CAHPER JOURNAL

1. Volume 24 for the 1957-58 volume year contained four editions published as follows: No. 1 – Nov. '57; No. 2 – Jan. '58; No. 3 – March '58; No. 4 – May '58.

2. Volume 25 for the 1958-59 volume year will, when completed, contain six issues published as follows: No. 1 – Sept. '58; No. 2 – Nov. '58; No. 3 – Jan. '59; No. 4 – Mar. '59; No. 5 – April-May '59; No. 6 – June '59. (This is a modification of announcement which appeared on page 1 of No. 2 edition.)

3. An index for volumes 24 and 25 will appear in No. 6 issue.

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June 22 - 26, 1959

EDMONTON, ALBERTA

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Occupation Employer(institution or firm) CAHPER Branch (if you belong to one)

3. Offices held in Branch during past three years: _____

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5. MAJOR AREAS OF INTEREST: (Please check)

_____ a) Health
_____ b) Physical Education
_____ c) Recreation
_____ d) Business session of CAHPER
_____ e) Problems of high schools
_____ f) Problems of elementary schools
_____ g) Tests and measurements
_____ h) Teacher education
_____ i) College Problems
_____ j) Supervisors' problems
_____ k) The Dance
_____ l) Outdoor Education
_____ m) Amateur Athletics
_____ n) National Fitness Legislation
_____ o) National Recreation Legislation
_____ p) Others _____
_____
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6. PREVIOUS CAHPER CONVENTIONS ATTENDED:

Alberta (Jasper) 1946_____ Montreal '48_____ Vancouver '50_____

Toronto '52_____ Winnipeg '55_____ Halifax '57_____

7. ACCOMMODATIONS:

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8. CONVENTION FEE:

1. **Full convention—paid-up national members, $7.50.** This includes the civic and provincial banquets.
2. **Full convention**—non-national members, $10.00, also includes the banquets.
3. **Full convention**—for delegate's wife, $2.00. Entitles wife to admission to civic and provincial banquets.
4. **Single day**—for either national members or non-national members, $2.00 per day. The daily fee does **not** cover any of the banquets.

Please send certified cheque or money order with completed registration form. Cheques payable to CAHPER Convention Committee.

Journal of the Canadian Association For Health, Physical Education And Recreation

Vol. 25, No. 5 — Edmonton, Alberta — April - May, 1959

Published by
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These Branches Are The Keys to CAHPER's Success ..... Inside Back Cover

COVER: The CAHPER Convention Headquarters will be the Northern Alberta Auditorium in Edmonton, an exact duplicate of which was also erected in Calgary to commemorate Alberta's Fiftieth Jubilee year.

No doubt that many convention go-ers will plan to follow-up the convention with a peaceful sojourn in the mountains marvelling at the beauty of such places as Maligne Lake near Jasper before proceeding to the July 6 - 11th Calgary Stampede.

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At The Edmonton Convention These National Officers Plan To Involve You In Plotting . . .

"Trails To New Frontiers"

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DR. M. L. VAN VLIET
Edmonton, Alberta

PAST PRESIDENT

LORNE E. BROWN
Vancouver, B. C.

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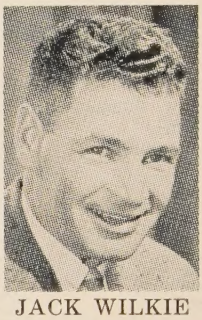

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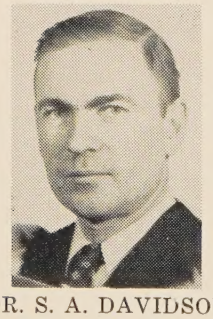

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"PLANNED PROJECTS PATTERN PROGRESS"

YOUR EDMONTON HOSTS WOULD REMIND YOU THAT LOOKS CAN BE DECEIVING

Whoever would think that the group to the left are serious committee chairmen.

L. to R. 1st row: McLachlin, Mersereau, McFarland, Routledge. 2nd row: Bird, Williams, Riddel; 3rd row: M. Smith, Marion

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Convention Marshalls:
Mr. John Taylor
Mr. Bob Routledge

Editorially Speaking

by
LORNE E. BROWN,
Associate Professor College and Faculty of
Education, University of British Columbia.

Two years ago when **Maury Van Vliet** was elected President of our Association space satellites were unknown to the general public. Today, two years later, man made meteors are circling the globe. Plans are under way to send man into outer space and even land on the moon. Half of the oil consumed in the history of man has been consumed in the last 25 years. The speed of aircraft has risen in 50 years from 100 miles per hour to 2,000 miles an hour, with rockets on the planning boards to exceed 19,000 miles per hour.

The following statistics were given on a radio programme primarily about the U.S. in 1958. It can be assumed that a similar situation applies to Canada. There are 6,500,000 pleasure boats in the U.S. 85% of the homes have television, 97% have radios. It is estimated that people watch television one-fifth of their waking time. It is on about 5 hours and 50 minutes in the average home. Twenty million fishing licenses were issued during 1958. (In B.C. 120,000 fishing licenses are issued each year, making fishing the most popular individual sport in the province.) One in five families in the U.S. moved in 1958. Dr. Jay Nash tells us that the people of the U.S. consume about 45 aspirin tablets daily. American doctors are writing 40 million prescriptions annually for the new tranquilizer pills. Seventy-five million Americans are chronic alcohol drinkers, with 5,000,000 alcoholics. There are at least 8,000 alcoholics in the province of B.C. It is estimated that one in every two beds is occupied by a mental patient in both Canada and U.S. One in every ten children will become afflicted with some mental illness at some time in their lives.

These are the facts of our time. One could add a few interesting comments on the direction of the world populations. Dr. Brock Chisholm reminds us of the world population explosion that is currently taking place. In thirty years the world's population will double itself. The picture is graphically expressed in the fact that in the last 2000 years the world's population has increased to 2,500 million. During the next thirty years, at the present rate, 2,000 million will be added to this. Two thirds of the world's peoples are lacking in adequate nutrition, and one half is starving. Canada and the U.S. consume one-half of the world's consumable goods. Seven countries of the world have recently come under the direction and control of Generals.

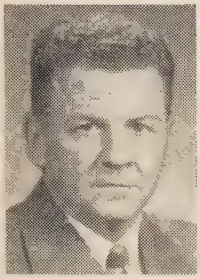
The above facts are given because they may suggest, rather strongly, that all people in education, must attempt in every way possible to speed up adjustments and adaptation to some of the larger problems facing mankind. We as physical health educators, and recreation personnel must find time to step away from the crushing demands of our every day jobs, and read, study, evaluate, and think about the ways we can make our programmes more effective and more useful to the young people of Canada. We must get rid of our certainties, and learn new truths. We must be willing to see that what others are saying about us is indicative of the need for a strengthening of our work, of changing our concepts and our attitudes. We must come together to see if we can arrive at some basic principles from which we can develop our individual approach to our work.

What are some of the things we need to do soon if we are to keep up with the changing world around us. To name just a few: We must evaluate our preoccupation with competitive sports and games at the expense of a balanced physical programme. Seldom do we hear of a pro-

(Continued on page 12)

THE PRESIDENT'S PAGE

by DR. M. L. VAN VLIET
School of Physical Education
University of Alberta, Edmonton



In many respects this issue of the Journal might be considered a Convention issue. The two Edmonton branches are hard at work in preparation for what they hope will be the best convention in the history of our Association. Most of the sessions will be held in the magnificent Northern Alberta auditorium. This accommodation should be both efficient and inspirational.

I hope you will agree with me that the program appears shaping up as something really first-rate. The local committees are asking all speakers for each and every session to submit their talk in written form in the hope that it may be completely duplicated and sent out to all who attend the convention as a part of the Convention Proceedings. I know you will enjoy meeting Dr. A. A. Esslinger, who is the Dean of the School of Health and Physical Education at the University of Oregon, and the current President of the American Association for Health, Physical Education and Recreation. He is to give two talks and also will be available as a consultant for many of the other sessions. I am particularly proud of the fact that so many of our Canadian authorities are coming to the convention and have agreed to give key speeches or act as members of important panels.

Elsewhere in this Journal, you will find an announcement stating that C. R. Blackstock, or "Blackie" as he is known to most of us, has been appointed the National Director of Water Safety for the Red Cross. We are all hoping that this new job will allow him enough time to officially take on the duties of Executive Secretary. With "Blackie" in charge and a definite "head office" designated for our Association, we should begin to get on track towards becoming the professional organization that we have all dreamt of over the years.

Congratulations are certainly due to members of our Association for having elected such an able group of people to head up the Association for the next two years. I would like to take this opportunity to congratulate the incoming new executive and the members of the Association for their wise choices. I know Mr. Gordon Wright and the members of his executive will give us all excellent leadership.

Many of you will find it impossible to attend the Convention, and may wish to extend some personal views about some of the more important issues which are to be discussed. I certainly invite you all to write me personally or Freda Wales, our Secretary, with any idea or suggestions you may have and I can assure you they will be tabulated and considered by the Representative Council. This is an open invitation to all members of our Association to write concerning the many vital issues that confront us.

Some of these include:

1. The problem of plans for the publication of the Journal over the next two years, as to the number of issues and the form it is to take.
2. The whole matter of Journal advertising and the procedure to be followed.
3. The setting up of a head office with a paid executive secretary.
4. Membership promotions and the routine procedure of this matter through the head office.
5. Membership fees.
6. Branch membership fees.
7. The planning of special publications entirely apart from the Journal.
8. Any and all matters pertaining to the revision of the Constitution.
9. Arrangement of Convention dates to coincide with the dates of the Parks and Recreation Association Convention.
10. Special projects which could or should be undertaken by our Association.

Please feel free to comment on any of these suggestions and any other which you feel are significant.

It is my firm belief that if each member of our Association would take a dedicated professional stand toward active participation, our membership could double over the next two years and the Canadian Association for Health, Physical Education and Recreation would become known throughout Canada as the Association dedicated to the development of these three areas. There is much progress to be made and much work to be done. Let us all get together in a sincere and supreme effort and realize that "Now Is The Time".

The Association awaits your opinions and support. Come to the Convention and/or write and let's prepare to take our rightful place as members of Canada's Professional Associations for Health, Physical Education and Recreation. Canada's assured growth over the next several years requires the kind of professional leadership which is best supplied by unified professional effort. This suggests not only continued membership, but active participation in the affairs of the Association. Organic development and maintenance, social improvement, worthwhile recreational activities and an awareness of the value of personal health are some of the many phases of our reasons for existence. We are the protagonists and must ever shoulder this responsibility as champions of real life, a life full of zest, enthusiasm, and accomplishment. We must not withdraw from the field of battle and leave our citizens in the hands of the quack, the mercenary, the uninformed.

As one of your hosts, I will indeed be happy to see you in Edmonton in June. Happy traveling!

EDITORIALLY SPEAKING . . .

(Continued from page 10)

gramme which stresses the recreational needs of young people in school. Our excuse is that we do not have facilities nor time to do this. Why do we not have more camping and outdoor education emphasis in both our school and community programmes? Where is there an adequate approach to the corrective and remedial aspects of Physical Education? When are we going to realize that much of the evidence around us points to ineffective and inaccurate Health Education teaching in schools.

Can we honestly say that the development of highly competitive sports and games for younger children is educationally sound? Can we continue to assume that desirable sportsmanship attitudes are automatic? Is spectator behaviour at our games being directed and controlled as it should? Can we agree on what physical fitness is? Do we have any responsibility for the changing moral values which seem to be evident among the young people of today.

Is our attitude toward leisure time and recreation a justifiable one? Is it not our responsibility to stress with young people that increased leisure means additional responsibility in contributing to society something constructive? No longer can we consider leisure a right where we dissipate and waste this time. As Mortimer Adler has suggested, we must consider leisure time as that part of life when man is constructive and contributing. Recreation is that part when he can play and recreate. The two must not be considered synonomous.

There are some of the questions we might ask ourselves as we plan to attend our National Convention in Edmonton in June. It is not intended to suggest that progress has been lacking, or that the young people of today are too much different than those of yesterday. We are doing a better job each year. Our profession has more status than ever before. A greater recognition is given to our aims and objectives by almost all of society. A higher calibre of students is graduating from our ever increasing Schools of Physical Education. We can be optimistic in many ways. The only point is that, as with all formal education, we are slow to change our concepts and attitudes. We all hate to have our certainties and beliefs disturbed.

Perhaps time will be given at our Convention to have a look at our weaknesses as well as our strengths. Maybe we can return to our many and varied jobs to improve the quality of our work.

ARTISANS OF A FUTURE:

Dr. A. A. Esslinger

Hereunder follow pen-sketches of some of the prominent personalities who will be participating in the forthcoming Edmonton convention. It is regretted that sketches of all those taking a prominent role in the proceedings cannot be included in this convention issue of the Journal. With such an array of talented leaders it has been difficult to select a few to illustrate the calibre of men and women who will be available as both artisans of a CAHPER future and as resource persons on special problems of individual delegates. However, here are but a few of the outstanding leaders who will be at the convention.

DR. A. A. ESSLINGER

Dr. A. A. Esslinger is the Dean of the School of Physical Education at the University of Oregon. He is the current President of the American Association for Health, Physical Education and Recreation and has a long record of service to the profession of Physical Education. As a writer, teacher and administrator he is acknowledged as a senior statesman throughout the United States.

It is generally agreed that Dean Esslinger has developed the graduate program in physical education at the University of Oregon to the point where its accomplishments and vertical and horizontal offerings mark it as one of the outstanding programs on the continent.

The presence of Dean Esslinger at the CAHPER Convention will be particularly valued by the research-minded delegates to the convention.

BRIAN WAY

Brian Way of England is a professional theatre man who spent years studying children, talking to educational specialists about them, and developing a method of linking adult theatre with child drama. Thus the CAHPER Convention offerings will be enriched by the presence of Mr. Way in that he is an acknowledged international authority in three fields of drama, namely: child drama, educational drama and adult theatre for children.

As director of the London Children Theatre Company, as one of the founders of the Educational Drama Association, as a willing consultant of teachers, drama leaders and social workers, and as a teacher who maintains close touch with all kinds of children (including the handicapped, the maladjusted and the delinquent) he has made a most extraordinary contribution to not only drama as an art form, but to the personalities, which have been influenced by the educational approach he adopts and advocates.

Besides being an active executive of the Educational Drama Association, Mr. Way has been on the staffs of the Royal Academy of Dramatic Arts, The London Academy of Music and Dramatic Arts, the

London Literary Institue and the London Opera School. He has traveled extensively lecturing on the relatively new art of Child Drama in Sweden, British West Indies, and Canada. He has written several full length plays which have been immensely popular.

In 1958 Brian Way was guest lecturer at the Canada Theatre Conference at the Dominion Drama Festival and lectured on Child Drama in Winnipeg, Edmonton, Red Deer, Calgary and Vancouver. He lectured at the 1958 Summer School in Halifax and has been invited to lecture at the University of British Columbia during the 1959 Summer Session.

Undoubtedly Brian Way is one of the outstanding educators in drama today; his contributions will assuredly be appreciated in the years to come.

MAXWELL L. HOWELL

Dr. Howell will speak on "Tests and Measurements in Canadian Schools" at the Convention. For the past two years he has been chairman of a committee in CAHPER preparing a Tests and Measurements Handbook for publication. A summary report of the research for Canadian standards will be made by Dr. Howell.

At present, Dr. Howell is on the staff of the School of Physical Education, University of British Columbia holding the rank of Associate Professor. He is a nominee for the position of Vice-president for Physical Education for CAHPER for 1959-61 and held that position on the executive for 1957-59. During his recent term of office, Dr. Howell was chairman of the Constitution Revisions Committee, an advisor to the Student Members of the national association, and a member of the Journal Publications Committee.

Max Howell is an Australian. He completed his undergraduate work in Australia and his graduate work in America. His doctorate was completed at the University of California.

Few members, if any, in the history of the CAHPER movement have made a greater contribution to the profession in a similiar two year period than has Max Howell over the past two years. His counsel at the convention will be widely sought.

RAE SPEIRS

Mr. Rae Speirs, the Director of Physical Education for the Toronto Board of Education has accepted the invitation to present the R. Tait McKenzie Memorial Lecture at the 1959 CAHPER convention.

Traditionally — and with good reason — the R. Tait McKenzie Memorial address has always been regarded as a major highlight of every CAHPER convention. The decision as to whom to invite to present the Memorial address has always been weighed carefully by the executive. The sentiment collectively held is that a speaker, speaking in memory of such a brilliant leader as R. Tait McKenzie, should be an outstanding vanguard thinker of the present generation of international leaders. Rae Speirs fills the criteria most admirably for he truly represents the ilk of leadership which is capable of giving the profession in Canada the "impelling-drive" it needs to raise its standard in all respects.

In a recent article in the Journal, "Are We Coasting in Health Education" (Vol. 24 No. 2 Jan. 1958) he demonstrates his dignified yet aggressive leadership in incisive language which is but one attribute of his dynamic leadership. About the subject of health teaching he said:

"It is clear, that if we wish to establish ourselves as the only right and proper people to co-ordinate the teaching of health and give it a philosophy and impelling drive, we must have an approach that is unique—an approach that no other teacher could imitate."

This approach is exemplified in the recently published text for Canadian schools **"Good Health Today"**, a book in the writing of which he shared co-authorship. The book represents the distilled wisdom which has accrued to him and his colleagues during years of teaching and supervision in the classrooms guiding children and teachers alike.

In short, the delegates to the convention will no doubt enthusiastically applaud the

decision to invite Rae Spiers to deliver the R. Tait McKenzie Memorial address. The dynamic characteristic of his mind, speech and personality should do much to give the profession the "impelling drive" it requires to raise its standards of scientific mindedness and to energize the movement as a whole into principled action.

C. R. BLACKSTOCK

C. R. "Blackie" Blackstock will be among the many outstanding speakers who will be addressing the convention. However Reg Blackstock's presence at the convention will be valued also because of the intimate knowledge he has in the growth to the national association having served as both editor and publication chairman in the past.

Reg Blackctock will assume the duties of National Director of Water Safety Service for the Canadian Red Cross Society in June of this year. In this capacity it will no doubt be necessary for him to travel throughout Canada, which from a CAHPER point of view will be greeted with enthusiasm. His visits to various branches across Canada as may be possible from time to time will provide an additional bond of communication and fellowship within the profession.

"Blackie" is presently director of health and physical education at Pickering College, Newmarket, Ontario a position he has held for many years. He is particularly well known in camping circles which makes him well qualified to talk on the subject at the convention.

Reg Blackstock is a native of Ontario, having received his elementary education in Barrie. He studied physical and health education at the University of Wisconsin, later receiving his degree from McGill University. He is a member of the incoming executive committee of CAHPER's and is a member of the Canadian Camping Association. He is past president of the Physical Education section of the Ontario Education Association.

In 1948 Mr. Blackstock was among those who received the first honour awards granted by the CAHPER association. The CAHPER movement is much the richer for the close association which Reg Blackstock has maintained with the movement. His high ideals are attested to in the choice of language he used to draw a pensketch of that great Canadian educator and sculptor R. Tait McKenzie in the January edition of the CAHPER Journal.

MISS SHEILA STANLEY

Miss Sheila Stanley brings a rich background of experience to the Convention. A native of England, Miss Stanley received most of her education in Vancouver where she completed Normal School as a physical education specialist. Later she continued her education and earned a Bachelor of Arts degree at the University of Washington.

A wide range of teaching experiences in British Columbia's rural and city schools makes her eminently well qualified for her present position in the Physical Education Department of the Ontario College of Education. Having taught on the summer school staff of the University of Saskatchewan for several summers and, having worked in both British Columbia and Ontario, she provides an additional bond of friendship and fellowship within the profession across provincial boundary lines.

Her last three summers previous to 1958 have been devoted to work on an M. Sc. at the University of Washington. Now, having completed study at the Laban Art of Movement Studio in Surrey, England she returns to Canada after what she reports as a "stimulating experience". She holds the belief that Canadians generally will find a greater range of expression in movement if they used some of the Laban techniques.

With Miss Stanley's wealth of experience in teacher training and group movement her address to the convention should be most interesting and helpful.

JOHN W. MEAGHER

The attendance of John Meagher of the University of New Brunswick will do much to advance the cause of the CAHPER movement and all it represents in Canada. His record of dedicated work bears testimony to this prediction.

Dr. John W. Meagher, the director of the Division of Physical Education at the University of New Brunswick, was born in 1927 which suggests that he is likely the youngest person currently holding such a senior position in Canada. The esteem in which he is held by his colleagues in the Maritimes is testified to in the fact that that he has been elected president-elect of the Maritime Association for Physical Education and Recreation after only two years as resident of the Maritimes.

John obtained his Bachelor of Arts degree at Loyola in 1947, his Bachelor of Science degree in Physical Education at McGill in 1947; his Master of Science degree at Pennsylvania State College in 1953 and his Doctorate of Education at the same institution in 1958.

John's employment experiences include being director of athletics at McDonald College from 1950 to 1952, instructor at Pennsylvania State 1952-53, lecturer at McGill for the term 1952-53, assistant professor and director of the required program at McGill from 1955 to 1957 when he became director of the School of Physical Education at the University of New Brunswick.

John Meagher was editor of the CAHPER Journal for the 1955-56 and the 1956-57 volume years and his experience has rendered him a most valued member of the current Publications Committee.

His professional mindedness is further attested to by the fact that he recently compiled a directory of all health and physical education personnel employed in Canadian universities and colleges.

The presence of John Meagher in the CAHPER movement and at the convention will do much to advance the profession in Canada which is based on a sound scientific and ethical foundation.

ANDY RUSSELL

In the minds of the Planning Committee one of the highlights of the convention which most assuredly will be well received by the delegates, will be the illustrated address by Mr. Andy Russell, Guide, Outfitter and Naturalist Photographer from Waterton Lakes, Alberta.

It is unlikely that a pensketch by another person of this much-travelled naturalist could improve on the notes requested of and received from Andy himself. They read as follows:

I am a native Albertan. My grandfather came to this country in 1882 and my father was the first boy born in Lethbridge. I was born there in 1915. Was raised at the foot of the Rockies on a cattle ranch, where my brother and I spent a wonderful boyhood doing the things most kids dream about. We hunted, explored, fished and camped. We trapped for our spending money and later this became a full time winter job for me.

After leaving high school I went to work for F. H. "Bert" Riggall, the famous western Canadian guide and naturalist. Had the unique experience of working with

him for ten years — a most valuable opportunity, for not only did he know a great deal about many things, but he had the happy faculty of being able to teach. Incidently Bert was a great friend of the late Dr. William Rowan (the internationally known and respected zoologist at the University of Alberta).

I bought Bert Riggall's pack outfit and went into outfitting on my own in 1946. I built the business up to include all the trail riding in Waterton Lakes Park, also obtained a hunting territory in B.C. At one time we were working over 100 head of horses. About the same time I began doing some writing for publication, and have since published many articles and stories in leading outdor and nature magazines. About six years ago I began to explore the possibilities of wildlife photography and after putting together a picture featuring our mountain wildlife went on lecture tour during the large part of four winters. I travelled 75,000 miles with these pictures from New York to Victoria.

We have sold out most of our outfitting business and I am concentrating on wildlife movie and still photography and writing. Am married and have five youngsters. The two oldest boys Dick and Charlie are helping me with this photo work. We are just finishing a life history of the bighorn sheep on assignment with a famous Alberta foundation.

Hope this meets with your requirements, Jack.

Cordially,
Andy Russell

GORDON A. WRIGHT

A prominent educator from Ontario who can be counted on to make a most significant contribution to the convention deliberations is Gordon A. Wright, Director of the Physical Education Branch of the Ontario Department of Education.

Gordon Wright is to be president of CAHPER for 1959 - 61. The membership can count on his acceptance of responsibilities for the association's well-being in a conscientious and energetic manner.

Gord is a graduate of the University of Toronto in Agriculture Chemistry and a graduate of the Ontario College of Education with a specialist's certificate in Agriculture and Physical Education. After teaching in Schumacher, Ontario and supervising physical education in the elementary and secondary schools of Niagara Falls, Ontario he went into the Royal Canadian Navy where he saw service overseas. Earlier, in 1936, he was also overseas studying physical education in England and Denmark.

Gord takes a keen interest in trying to maintain a close liaison with physical Education trends in other countries. In fact he maintains memberships in the American, British and Australian associations which are the national counterparts to CAHPER's in these countries.

During the last two years it has been Gordon Wright who solicited most of the advertisements which have appeared in the CAHPER Journal. His counsel will be keenly sought by the person who succeeds him as chairman of the Journal Finance Committee.

There is no doubt that the significant increase in CAHPER memberships from Ontario people has been largely due to the energetic work done by Gord Wright and his colleagues such as Hart Devenney in the Physical Education Branch of the Ontario Department of Education.

With the main nerve centre of CAHPER'S located in Ontario for the next two years at least, and with Gord Wright at the helm, the well-being of the association is assured.

Editor's Note:

Hart Devenney, formerly director of the Health and Recreation Branch of the Province of Manitoba, rendered dedicated service to the CAHPER movement as its president for the 1955-57 tour of national duty.

The Development of a Professional Conscience And a Professional Program:

SOME POINTS OF REFERENCE

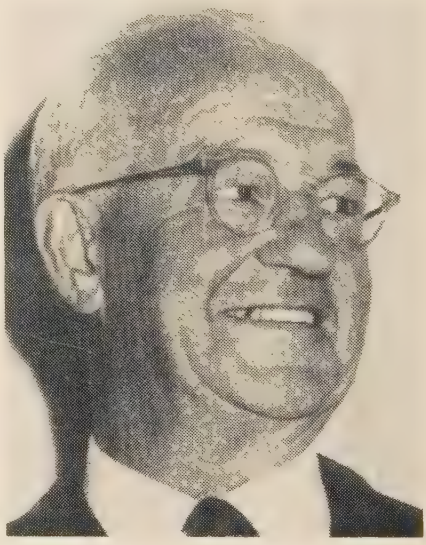
On this, the eve of the 1959 CAHPER Convention, it seems appropriate to review the lessons of our profession's history which have been passed down to us by visionary pioneers in the fields of health, physical education and recreation.

One such pioneer leader, who has long been loved and respected for his outstanding contributions to these fields was the late director of the School of Physical Education of McGill University, Dr. A. S. Lamb, who passed away last September while serving the profession in the office of national honorary president as a living and vital symbol of the profession's ideals. He has frequently been referred to as the "Dean of Canadian Physical Education"—and with just reason when one reviews the contributions he made during his lifetime.* The ideals he has expressed from time to time may well guide the profession further in rendering the service to Canada and Canadians which, many believe, it is capable of doing.

Dr. Lamb was one of those pioneers who, in 1923, was instrumental in bringing into being the Quebec Physical Education Association, which later, in 1933, met with the Ontario Physical Education Association in Toronto and combined with it to form the Canadian Physical Education Association. Dr. Lamb served as its first president from 1933 until 1938 and much of his personal philosophy expressed in his writings has provided the basic frame of reference for the professional conscience which guides CAHPER today.

In May 1935, for example, at the Montreal Convention, he challenged the profession to answer three questions, which the philosopher Immanuel Kant apparently regarded as a basic formula for developing a philosophy of life. The questions suggested by Kant and commended to the profession by Dr. Lamb were:

(1) **What should we know?**



The Late Dr. A. S. Lamb, Honorary President of CAHPER 1938 - 1958

(2) **What can we do,**

(3) **What dare we hope?**

Then, in 1937, the Canadian Physical Education Association, the forerunner of the present CAHPER, met again in Toronto and heard for the first time **"A Confession of Faith"** which was written by Dr. Lamb. These beliefs, re-stated in his address "A Message from the Honorary President"** to the Winnipeg Conference in 1944, seem as pertinent today as they were in 1937. They read, in part, as follows:

"I believe that it is only through wholehearted and unselfish co-operation with my colleagues in this and associated fields that my contribution can be made most effective.

* Munro, Iveagh, **A Tribute to Dr. A. S. Lamb,** CAHPER Journal, Vol. 25, No. 2

**Submitted in written form and read by the late Robert Jarman of Winnipeg, the Chairman of the Convention, and one of the grand old men of vision who pioneered the field in Canada many years ahead of the thinking of the general public.

"I believe that, unless I have something to give to my colleagues by way of interest, enthusiasm, co-operation or material, I am a parasite in my profession.

"I believe that I can, through the cardinal objectives of education and the knowledge which I possess, make a definite contribution to the health, happiness and welfare of my community.

"I believe that I should have some knowledge of the social and economic problems facing my country and that, with zeal and enthusiasm, I should direct my energies toward their solution.

"I believe that my country has been, and still is, grossly negligent of its human resources, and that serious consideration should at once be given to the unfitness of our man-power.

"I believe that it is much wiser to develop a race of people who will be fit for living, than to wait until we are required to make them fit for national defence."

Eighteen Different Approaches

With the highest of principles motivating their zeal, enthusiasm and energy these pioneers for fitness, such as Dr. Lamb, provided an example to which we may frequently refer when the problems seem insurmountable and our numbers few. For let us remember that after the 1939 Vancouver Convention, in the early war years, the vanguard thinkers and "do-ers" in our profession made eighteen different approaches to the federal government in Ottawa on behalf of our profession and the people of Canada. Twelve memoranda, explaining the profession's viewpoint, were submitted to nine different government departments. Their selfless service in the highest traditions of true professions was instrumental in bringing into being the National Physical Fitness Council Act. This piece of legislation, even with all its alleged short-comings, has had a beneficial influence on the lives of Canadians, out of all proportion to that small number of indomitable pioneers who collectively shared a concept—a concept, which recognized the reciprocal relationship between health standards and cultural choices, between aggressive leadership and environmental opportunities, between wisely-conceived enabling legislation and the many "freedoms" which accrue to the people of a nation through such legislation, when it is administered as wisely as it is conceived.

The tenacity of these pioneers in working out the social and political mechanics of "getting things to happen" in a democracy is indeed a lesson. It is a lesson which illustrates T. V. Smith's statement in the introduction of the book "The Democratic Way of Life".*** It may be slightly paraphrased to read "thrilling as the story of democracy is in theory, it is a throbbing story indeed when theory finds residence in the deeds of men."

This lesson in "do-democracy", as contrasted with "talk-democracy", may continue to serve the profession as an example of service to Canada—and indirectly to the profession—which can result from realistically-conceived plans of action hammered out in unhurried deliberations at conventions by high-principled professionals.

The challenge which is perhaps most significant to the fields of health, physical education and recreation in 1959 is to give definition to the nature of replacement legislation for the National Physical Fitness Council Act which was repealed in 1954.

Canadian Sports Council

During the past year there has been considerable newsprint given the question of "A Canadian Sports Council" and it would appear that the chief concern of its sponsors is to "keep up with the athletic Ivonovitches". From the reports which have appeared in the papers and Hansard the "wrong reasons" (to this writer) are used to convince the general public and their legislators of the need for "A Canadian Sports Council". Reference to "fitness" seems to be only a press agent's afterthought—a little window-dressing to placate those legislators which might not go along with the "international prestige argument". Furthermore it seems quite possible that, even if the concept of a mass program of amateur athletics were to be the intent and focus of the legislation, and if there were to be "some" provision

*** Smith, T. V., and Lindeman, E.C. "The Democratic Way of Life" The New American Library 1951

for aid to Canadian teams entering international competition, there is a strong likelihood that loop-holes in the legislation would be found by our "shamateur promoters" in the name of national vanity to spend most of the monies on our elite athletes. An analysis of our cultural pattern shows that we have a remarkable capacity for living comfortably with hypocracy.****

It is not the purpose of this article to go into the pro's and con's of the legislation currently being championed in parliament by "power figures" who enjoy the good will of our sports writers, who, in turn, have a vested interest in "spectatoritis"; rather this article would simply like to encourage those professionals in CAHPER to come to the Edmonton Convention with ideas, preferably in written form, in order to implement a program of social action, which is in keeping with the ideals of our predecessors.

The Edmonton Convention provides an opportunity to reassess the idealism of the Lambs' and the Crockers', the Jarmans' and the Griffiths', the Youmans' and the Mathisens', the Wellbands' and the Langs', the Bruckers' and the Ross', the Kirpatricks' and the Gilberts'. Just how much will we measure up to the standards of their collective professional conscience remains to be seen.

**** The reference is made to "conventional wisdom" elaborated by John O. Galbraith in his book "**The Affluent Society**" and the analysis of our society by C. Wright Mills in his book "**The Power Elite**".

It has long been argued that "given the stress situation that leadership will rise to the occasion, that is, "leadership is, in effect, a function of the relationship between situation and need." 1959 seems to provide sufficient evidence of a "stress situation" to require professional leadership of the highest calling. **Can we—and will we—rise to the occasion?**

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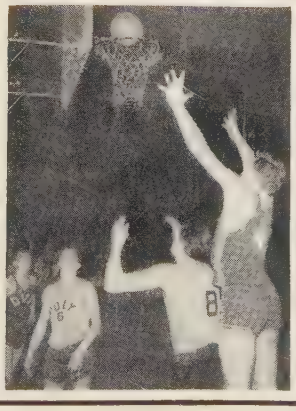

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THE CAHPER CONVENTION PROGRAM

EDMONTON JUNE 22 - 26

Theme: "TRAILS TO NEW FRONTIERS"

Monday, June 22, 1959 —

9:30 - 10:30: **Registration** — University Gymnasium.

10:30 - 12:00 **Board of Directors Meeting**

LUNCH

2:00-5:00 1. **Representative Council Meeting**—Chairman—Dr. M. L. Van Vliet, President, Canadian Assoc. for Health, Physical Education and Recreation. Recorder — Miss Freda Wales, Secretary of CAHPER. 2. **Workshop — Supervision** — Supervisors and Directors of Physical Education (Provincial, City and Country). Chairman—Mr. John Mayell, Supervisor of Physical Education and Director of Athletics, Calgary. Speaker—Mr. Gordon Wright, Director, Physical Education Branch, Dept. of Education, Ontario, Topic: "Supervision".
Recorder: Mr. John Dunnigan, Supervisor of Physical Education, Edmonton Separate School Board.

Tuesday, June 23 —

8:30 - 9:15 **Registration**

9:15 - 10:15 **Opening General Session**
Convention: Chairman—Mr. R. Routledge, Asst. Supervisor of Physical Education, Edmonton Public Schools.
Addresses of Welcome: Dr. Johns, President, University of Alberta; Dr. Van Vliet, President, CAHPER.
Introductions and Announcements.

10:15 - 10:30 **Meet the Exhibitors:** Chairman—Mr. A. S. Bird, Supervisor of Physical Education, Edmonton Public Schools.

10:30 - 12:00 **Section I: Representative Council Meeting:**
Chairman—Dr. M. L. Van Vliet
Recorder—Miss Freda Wales
Section II: "Outdoor Education"
Chairman—Dr. W. D. Smith, School of Physical Education, University of Alberta; Speakers—Mr. C. R. Blackstock, Pickering College, Ontario; Mr. John Dennison and Mr. Jack Cross, Students, University of British Columbia; Mr. D. Kerr, Toronto Public Schools. Recorder—Mr. K. Hodgert, Viscount Bennett School, Calgary, Alberta.
Section III: "Keeping up to Date on on Health Problems", Discussion Chairman—Mr. R. Wendeborn, Department of Health and Welfare, Province of Manitoba; Recorder—Mr. A. W. Eriksson, School of Physical Education, University of Alberta, Edmonton.
Section IV: "Theatre for Children", Chairman—Miss G. Mersereau, Ross Sheppard Composite High School, Edmonton, Alberta; Speaker—Mr. Brian Way, Director, London Children's Theatre, London, England; Recorder—Miss Betty Davies, School of Physical Education, University of Alberta.

12:00 - 2:00 **Luncheon—Women's Athletic Council**—Chairman: Miss Ruby Anderson; Speaker — Miss Iveagh Munro, Physical Education for Women, McGill University, Montreal; Recorder—Miss Marion Irwin, Ass't Supervisor of Physical Education, Edmonton Public School.

2:00 - 3:15 **General Session—"Recreation and the Metamorphosis of the Immortal Worm"**, Chairman—Miss Elsie McFarland, Supervisor, Community of Recreation Bureau, Province of Alberta;
Speaker—Russell Taylor, M.D., Allin Clinic, Edmonton, Alberta; Recorder—Mr. W. Dymianiw, Edmonton Recreation Department.

3:15 - 3:45 **Coffee — Visit to Exhibits.**

3:45 - 5:00 **Sectional Meetings, Section I: "The "R" in CAHPER"**, Chairman—Mr. C. Barbour, Director of Recreation, Winnipeg, Manitoba; Speakers — Mr. Gordon Squire, B.C. Recreation Association; Representative of Ontario Society of Municipal Recreation Directors; Mr. E. W. Stinson, Western Conference (Alberta, Saskatchewan, Manitoba); Miss Nancy Cannon, Montreal Branch of CAHPER.
Recorder—Mr. D. Harvey, Edmonton Recreation Department.

Section II: "Tests and Measurements in Canadian Schools"—Chairman—Dr. W. R. Orban, Director, School of Physical Education, University of Saskatchewan; Speaker—Dr. M. Howell, School of Physical Education, University of British Columbia; Recorder—Mr. K. McKenna, Crescent Heights School, Calgary.

Section III: "School Health Instruction"—Chairman—Mr. M. L. Watts, Director of Curriculum, Department of Education, Edmonton, Alberta.

Panel—Mrs. June Frache, School of Physical Education, University of Alberta; Mr. T. J. Sawchuk, Assistant Principal, Ross Sheppard Composite High School, Edmonton, Alberta; Mr. Henry Simonson, Principal, University Elementary School, Edmonton, Alberta; Mr. O. Massing, High School Inspector, Department of Education, Edmonton, Alberta. Recorder—Miss Dorothy Burton, Calgary, Alberta.

6:30 DINNER: Guests of the City of Edmonton—His Worship Mayor William Hawrelak; Speaker—Mr. Andy Russel, Guide, Outfitter and Naturalist, Waterton Lakes, Alberta.

Wednesday, June 24 —

9:00 - 10:15 **Sectional Meeting, Section 1: Discussion: "Recreation Coast to Coast"** Chairman—Mr. M. Hennigar, Assistant Director, Physical Fitness Branch Department of Education, Halifax, N.S. Recorder—Mr. Jack Riddel, Assistant Supervisor Community Recreation Bureau, Edmonton, Alberta.

Section II: "Recent Developments in Physical Education", Chairman—Dr. M. L. Van Vliet; Speaker—Dr. A. A. Esslinger; Recorder—Miss Ruby Anderson, University of Alberta.

Section III: "Health Education—Preparation of Teachers", Chairman–Dean Herbert T. Coutts, Faculty of Education, University of Alberta, Edmonton; Speaker—Mr. J. R. Life, Ontario College of Education, University of Toronto, Toronto, Ontario; Recorder—Mr. A. E. Hohol, Jasper Place High School.

10:15 - 10:45 **Coffee—Visit the Exhibits**

10:45 - 12:00 **Section I: "Representative Council Meeting"**, Chairman: Dr. M. L. Van Vliet; Recorder—Miss Freda Wales.

Section II: "Federal Aid for Physical Education and Recreation", Chairman: Mr. A. Affleck, School of Physical Education, University of Alberta, Edmonton; Panel—Mr. D. Eaton, Director, Physical Education Department, Memorial University of Newfoundland; Mr. E. W. Stinson, Director, Fitness and Recreation Division, Department of Education Saskatchewan; Mr. R. White, Crescent Heights High School, Calgary, Alberta; Recorder—Miss Marjorie Niblock, Bonnie Doon High School, Edmonton.

Section III: "Theatre for Children", Chairman—Miss G. Mersereau, Ross Sheppard Composite High School; Speaker—Mr. Brian Way; Recorder—

Section IV: "Women's Athletic Committee", Chairman—Miss Evelyn Bird; Eastglen High School, Edmonton. Recorder—Mrs. Clydie Bird, Edmonton.

2:30 - 5:00 1. **Guided Tours**; 2. **Representative Council Meeting.**

6:30 BARBECUE & ENTERTAINMENT

Thursday, June 25 —

9:00 - 10:15 **General Business Meeting** Chairman—Dr. M. L. Van Vliet Recorder—Freda Wales

10:15 - 10:45 COFFEE — VISIT THE EXHIBITS.

10:45 - 12:00 **General Session — "Trends of the Times"**, Chairman — Mr. S. Spicer, Director of Physical Fitness, Department of Education, New Brunswick; Speaker — Dr. A. Esslinger, President, American Association of Health, Physical Education and Recreation; Recorder—Mr. L. Robertson, Western Canada High School, Calgary, Alberta.

12:00 - 2:00 LUNCH

2:00 - 4:30 **Sectional Meetings: Section I: "Problems in Physical Education in the University"**, Chairman–Mr. R. Osborne, Director, School of Physical Education, University of British Columbia; Speaker—Dr. J. W. Meagher, Director of Physical Education, University of New Brunswick; Recorder — Miss P. Austin, School of Physical Education, University of Alberta, Edmonton.

Section II: "Problems in Physical Education in Junior and Senior High Schools". Chairman — Mr. A. Stuart Bird; Speaker: Recorder—Miss Carol Pack, Victoria Composite High School, Edmonton, Alberta.

Section III: "Teacher Education for Elementary Schools", Chairman—Mr. L. Brown, College of Education, University of British Columbia; Speaker—Miss S. Stanley, Toronto Teachers' College, Toronto, Ontario; Recorder—Miss Audrey Carson, School of Physical Education, University of Alberta.

2:00 - 4:30 **Section IV: "Professional Preparation for Recreation",** Chairman—Mr. G. Squire, Director of Recreation, Burnaby, British Columbia; Speaker—Mr. K. Young, Director, Community Programmes Branch, Department of Education, Ontario; Recorder—Mr. W. Garnett, Director of Recreation, Calgary, Alberta.

7:00 **BANQUET** — Guests of the Province of Alberta, Chairman—The Honourable A. R. Patrick, Minister for Economic Affairs, Province of Alberta; Presentation of Honour Awards—Dr. B. Kirkpatrick; R. Tait McKenzie Memorial Lecture; Speaker—Mr. N. R. Speirs, Supervisor of Physicial Education, Toronto Public School Board.

Friday, June 26

9:00 - 10:15 **General Assembly; "Presentation of Convention Resolutions";** Chairman—Mr. J. Wilkie, Fitness anl Recreation Division, Department of Education, Saskatchewan; Parliamentarian—Col. E. Cormack, Department of Extension, University of Alberta; Recorder—Miss Freda Wales, Secretary, CAHPER.

10:15 - 10:45 Coffee — Visit the Exhibits

10:45 - 12:00 **Closing General Session;** Chairman—Dr M. L. Van Vliet; Recorder—Freda Wales, Secretary CAHPER.

1:00 **LUNCHEON**—Courtesy Edmonton CAHPER Branches; Co-chairmen—Miss Mersereau, Women's Branch and Mr. Herb McLachlin, Men's Branch.

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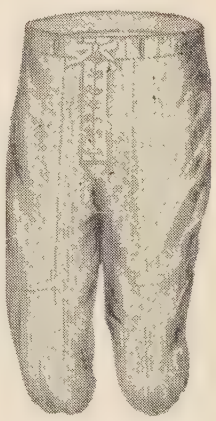

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A Marathon on the Installment Plan

(WINNIPEG'S DAILY RUN CAMPAIGN)

by SIDNEY J. CHAPMAN,
Assistant Director of Physical Education,
Winnipeg School Division # 1, Man.

For some time now we have been concerned over the ill-effects of the excessive amount of sitting, riding, watching, etc., which seems to be part of the normal life of many of our children. This concern was increased when a number of our pupils fom Grades I to XII took the Canadian Physical Efficiency Tests last year. The report on the testing project indicated that many of our children lack stamina. Dr. Doris Plewes, who conducted the tests, said, "These children do not have sufficient vigorous daily exercise to develop a normal adaptation to physical effort".

What could be done to remedy this situation?

Early last spring we introduced a "Daily Run Campaign" on an experimental basis. An outline of the proposed scheme was sent to all schools with the suggestion that it was not a rigid plan, but could be adapted to suit each school's circumstances.

The plan was designed to encourage children to take part in a regular daily run. At first it was introduced to boys and girls in Grades IV, V and VI, but later spread to other levels.

A distance of approximately ¼ mile was chosen as a suitable unit of distance to be run, and courses were marked out on the school grounds. Each pupil was to run this distance, at his own speed, once or twice a day, keeping a record of the total distance run. At the rate of ¼ mile a day he would do 1¼ miles a week or 5 miles in a month. Records were kept in each classroom to indicate the total distance run by the whole class. A class of about 36 pupils could probably run a total distance of 45 miles in a week.

To stimulate interest it was suggested that road maps should be put on the walls, and small flags or coloured pins used to indicate the distance covered. In the school halls, other maps were used to indicate the total distance run by the whole school.

Each school chose a target and aimed to cover that distance within the trail period of eight weeks. Some planned to "reach" Victoria for the B.C. Centennial. Others decided to head east from Winnipeg.

Buddy System Used

Before school, at recess time, in the noon hour and after four, large groups of children were to be seen taking their daily run. The children were told that they should endeavour to complete the distance each day even if they had to slow down or walk part of the way. A buddy system was used as a check so that each person's run was witnessed by a buddy, thus avoiding any false reporting or short-cuts.

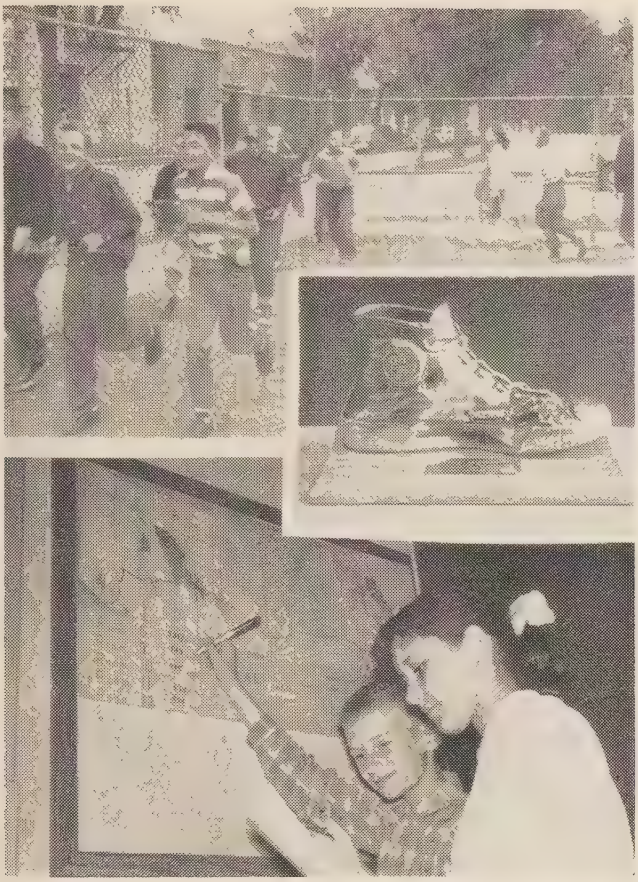
Keeping a cumulative record of the total distance run by each individual, each class, and the whole school, had the desirable effect of encouraging the less energetic ones to exert themselves. (Group pressure amongst children is powerful!)

It was felt that we should not involve

About the Author:

Born and educated in London, England, Sid Chapman saw wartime service in Canada with the R.A.F. and returned to Britain with a Canadian bride. He returned to Canada in 1946 where he taught physical education grades I to XII for five years in a private school. In 1951 he joined the Winnipeg Public School System where he is now an Assistant Director for Physical Education in Winnipeg School Division No. 1. He is particularly interested in elementary school physical education as this article testifies.

Sid is a very keen member of the Manitoba Branch of CAHPER and holds an executive position.



Running and record keeping: Pupils seek to win Marathon Trophy.

the teachers with too much paper work and reading, so most of the work of making graphs and maps, keeping records up-to-date etc. was put in the hands of pupils. The response was very gratifying. Many schools covered the distance from Winnipeg to Vancouver well within the time limit. One School, upon reaching Vancouver, set up an imaginary flight back to Winnipeg and then headed east. Another school turned south at Vancouver and eventually reached San Francisco. Some preferred to run east and aimed for the Maritimes.

One school wanted to make an award to the class that showed the best spirit and performance in this daily run. A very appropriate trophy was prepared by having an old worn-out running shoe bronzed and mounted.

Correlation Made

The cross-country jaunt appealed to the regular classroom teachers because of the great opportunities it opened up for correlation with other subjects. Social Studies classes learned about maps, discussed places visited, and learned something of the topography, land use and occupations in the areas they passed through. Calculation was involved in working out listances, speed, etc. In English classes letters were written requesting information about places of interest to be visited, and the scenery en route was described. Art classes produced a wealth of material including murals to provide atmosphere for the cross-country trips.

Where did all the activity lead in our search for fitness? We had no simple objective test to assess the results, but we did find that the running was faster and more vigorous at the end of the campaign than it was at the start. Many children who found it necessary to walk part way at the beginning, later managed to run the whole distance with ease. They enjoyed their daily period of vigorous activity and we are confident that they improved in general fitness. The response and cooperation from teachers and parents was excellent. In fact, one school principal reported that an interested father had made a practice of driving his son to school so that he would get there in time to do his daily run before the school bell rang! It looks as if we have to start work on the parents, too!

The certainties of one age are the problems of the next.

—Tawney

* * *

The arrested development of the imagination, is perhaps, the most common tragedy of our human existence.

—Harry Overstreet **"The Mature Mind"**

Tennis Fundamentals?

by PROF. J. B. LEICESTER,

School of Physical Eucation,
University of Saskatchewan,
Saskatoon, Saskatchewan.

There has been a great deal of work by Junior Chamber of Commerce, the Canadian Lawn Tennis Association, Provincial and Community groups in order to promote Junior Tennis.

Many lesson plans, articles, clinics and booklets have been developed; more tournaments for all age groups have been staged and still no apparent progress in raising the standards of play.

All instructions given seem to follow the same pattern — first the forehand, then the backhand, next the service, and finally the volley and overhead smash.

No where have I seen in instructions, be they articles, films, books, etc. the slightest deviation from the above-mentioned order of teaching these basic skills. There has been great stress laid on the proper grip and footwork — but the order in which the strokes were taught was always the same: 1) Forehand 2) Backhand 3) Service 4) Volley for forehand, backhand and over head. Upon casual examination of the game it would seem logical to teach tennis skills in this traditional order, but with a closer analysis one begins to wonder.

Why not the service first, for after all if one learns to serve well enough, he would never lose a match.

Experiment Conducted

With this in mind a modest experiment was conducted in Saskatoon which suggests perhaps further and more thorough investigation is necessary.

The experiment ran as follows:

Participants: two groups — 14 boys in each, all thirteen year old begininers with no previous tennis experience. (In order to arrive at the groups seventy five boys were run through the Dyer Tennis Test and near identical scores were matched in pairs, one Group A and one Group B.

Instruction: eight weeks, two one and half hour periods per week.

Practice: five hours per week, one hour per day when not involved with an instructional period.

Equipment: All instruction on hard surface courts, Slazenger tennis balls used, racquets all standardized.

Instruction: The instructor at all times attempted to keep enthusiasm high in both groups, and not to favor one over the other. All instruction done by same person (myself).

Group A; Instruction followed the traditional sequence:

1. Forehand — grip, stroke and footwork — practice
2. Backhand — grip, stroke and footwork — practice
3. Service — grip, stroke and footwork — practice
4. Volley — forehand, grip, stroke, and footwork — practice
   backhand, grip, stroke, and footwork — practice
   overhead — same as above

Group B: Instruction followed a new pattern:

1. Service — grip, stroke, footwork — practice
2. Volleying — forehand — grip, stroke, footwork, (follow service to net) — practice (Cont. in next column)

About the Author:

Johnny Leicester comes well qualified to write an article on tennis. He has personally won many provincial and Western Canadian honours as a participant; he is Chairman of the Junior Tennis Development Program of Western Canada and is also Councillor to the Canadian Lawn Tennis Association.

John is an Assistant Professor of Physical Education at the University of Saskatchewan where he has made a name for himself coaching tennis, badminton, hockey and volleyball. He is very keenly interested in developing an intramural program "second to none" in Canada — an expression of his recreation philosophy which has become the main focus of his graduate work. He holds B.A. and B.Ed. degrees from the U. of S., a M.Ed. from Minnesota and he plans to complete his doctorate in Recreation at Indiana.

backhand — same as above
overhead —same as above

3. Backhand — grip, stroke, footwork — practice
4. Forehand — grip, stroke, footwork — practice

At the end of the eight weeks each player from Group A was matched against his counterpart (according to Dyer Test score results) in Group B.

The results of these matches were as follows: (matches were 2/3 sets) — 14 matches played

	Matches Won	Sets Won	Games Won
Group A	4	10	127
Group B	10	21	170

Comments of the Instructor

These results indicate I believe a necessity for further and more comprehensive research in this area. There is also some indication that perhaps the traditional sequence of teaching tennis skills to young male beginners may not be the best way of teaching this sport.

The players of Group B moved more, worked harder during practice and generally they seemed captured the idea that tennis was a vital, attacking type of game. Their enthusiasm for the game ran higher.

In comparison the members of Group A played a less active game, being more concerned with form and keeping the ball in play from the back court.

In the teaching and practice sessions they moved less and were more content to win points by opponents mistakes rather than to forcing him to err.

The Sprint Start: Some Research Reviewed

by MAXWELL L. HOWELL and PETER M. MULLINS
Physical Education Department,
University of British Columbia, Vancouver, B.C.

Any complex motor skill is difficult to analyze because of the lack of information about its individual components. Moreover, any complex motor act usually occurs so rapidly that the human eye is not able to ascertain what occurred.

Improvements in modern apparatus have made it possible to investigate the start of a sprint race in some detail. The sprint start is a highly complicated motor act, for between the time the gun goes off and the time the sprinter clears the blocks a great number of movements occur. It is now possible to obtain a clear picture of the impulse exerted by each foot, the manner in which that force is exerted, and the time taken to complete the individual movements. The length of time between the onset of the movement from the signal for starting and the time the runner has left the blocks occupies approximately 0.4 seconds. Yet in this brief space of time the back leg will have thrust with a pressure of perhaps 160 pounds and the front foot, starting a moment later, will exert possibly 90 pounds of pressure for a longer fraction of time. It is impossible for a coach to make such estimates with the human eye. Moreover, a recent study (6) indicates that there is a theoretically ideal pattern of sequences that is not ordinarily shown by experienced runners.

Effect of Foot Spacings

A study was made by Kistler (8) on the effect of different foot spacings on the amount of force that was exerted by the two feet in the sprint start. The sum of the forces exerted by the two feet favored the 26 inch spacing or elongated stance compared to the eleven inch or bunch start. Starting blocks were attached to the platforms of two spring scales. The scales were below the track surface so that the blocks were in a normal position. The subjects were trained sprinters, and the general conclusion was that as the anteroposterior distance between the feet increased the total pressure exerted in the drive increased. There was no record of the length of time the forces were applied.

Dickinson (2) concluded that the "bullet" or "bunch" start was preferable as the average time to clear the blocks was less than for the elongated start. It was found that the average time to run 2.5 yards, a distance in which the sprinter

was in full stride, was shorter with the bunch start. The average time was 0.806 seconds for the bunch start as compared with 0.887 seconds for the elongated start. In his observations on 26 sprinters, he found that the average time to clear the blocks was 0.244 seconds for a 10.5 inch bunch start, 0.326 seconds for a 21 inch medium start and 0.387 seconds for a 26 inch elongated start. But, as Henry states (4, p 301-302):

. . . The shorter time on the blocks with close-coupled stance would of course be expected since the legs of the runner do not have to move as far as with the elongated start. Some coaches think that the bunch start offers an advantage because it places the runner's centre of gavity a few inches closer to the finish tape. Dickinson's data on foot placement indicate that this probably does not happen; the distance from the starting line for the front and rear foot averaged together was slightly greater for the bunch than for the medium stance.

Neither of the studies reviewed above permit predicting which starting stance is most effective in a typical dash run. It can be argued that other things being equal, the more powerful start secured from the elongated stance should result in a faster dash; it can be argued with equivalent justification that the bunch starts will result in a faster dash, since the sprinter gets off the blocks more quickly. Or it may well be that by the time the runner has progressed 50 or 100 yards, other factors affecting speed may almost completely overcome the advantages or disadvantages of a particular starting stance.

The Findings of F. M. Henry

Henry (4) developed a more elaborate and exact method of examining the force-time characteristics of the sprint start. A pressure-recording chronograph mechanically connected to the starting blocks revealed the pressure exerted on each foot and the duration of such pressure. Automatic recording stations made it possible to find the time taken by the runner to arrive at certain distances. Henry had the following conclusions. (4, p 317)

1. Reaction time is uninfluenced by block spacing and uncorrelated with speed in the sprints.

2. Leg length is not important in determining the best block spacing and is unrelated to 50 yard sprinting ability.

3. Use of the 11 inch bunch start results in clearing the blocks sooner but with less velocity than secured from medium stances resulting in significantly slower time at 10 and 50 yards.

4. The highest proportion of best runs and the smallest proportion of poorest runs result from starting with a 16 inch stance. A 21 inch stance is nearly as good.

5. An elongated stance of 26 inches results in greater velocity leaving the blocks, but the advantage is lost within the first ten yards.

6. With block spacing held constant, speed in the sprint is significantly related to how closely the individual approaches the ideal start (defined as early development and maintance of full maximal thrust with each leg, until the respective blocks are cleared as a necessary result of forward motion).

7. Although the rear leg develops considerably more maximum force than the front, the latter contributes twice as much to the block velocity because its impulse has a longer duration.

Knowledge of Performance Significant

Howell (6, 7) investigated whether the learning of the sprint start, too fast and complicated to be readily analyzed by the learner, could be improved by making available to him a graphic analysis of each of his responses during the learning period and a theoretical knowledge of "ideal" performance.

Twenty male university students from elementary physical education classes volunteered for the experiment. The subjects had no previous track experience. Foot spacing, hand position and hip elevation were kept constant. There were ten days of test periods. Performance was recorded by a chronograph that automatically drew the force-time curves of the starting blocks exerted by the feet. Since action and reaction are physically equal, these curves showed the exact pattern of the start of the sprint run at every trail.

After the first day's practice period of 11 sprint runs (14 yard distance), the subjects were divided into two groups. These were equated as near as possible with respect to the amount of force-time impulse exerted by the feet as shown by polar planimeter measurements and by the weights of the individuals. The two groups had similar training schedules except for one variable. Members of the experimental group of ten subjects examined their force-time curve after each sprint start. The theoretical "ideal" was explained to them and compared with their own records.

It was emphasized that the ideal was a particular rectangular impulse pattern that could be achieved by learning how to control the release of energy so that the foot impulse was immediate and also reached and maintained its maximum peak on the initial thrust. The less rectangular the impulse the more irregular the application of force. According to the hypothesis being tested, performance would be aided by explanations of what a perfect record would look like, a knowledge of the actual detailed performance, and the things that an individual could do to improve his performance. As a result of the force-time impressions on the recording tape it was a simple matter for a subject to understand from each record how he applied the force with each leg and his faults in the application of this force.

The second group of ten subjects was given no such theoretical knowledge. It received as much instruction as the first group, but members of this group were trained by ordinary teaching and coaching techniques. It was believed that groups were motivated equally throughout the ten testing days.

It was found that (6, p 21):

. . . the experimental group progressed steadily toward the desired performance during the first six days of practice, and fluctuated narrowly about this plateau during the remainder of the practice periods. The control group failed to improve their discrepancy scores, and were noticeably more variable in performance. Differences between the groups were highly significant on all practice days after the third. . . . .

The result support the hypothesis that graphic analysis of the response pattern of a complex rapid motor act such as the sprint start, made available to the subject immediately after each performance so that he can visualize what he did wrong and correct his mistakes, and can understand the physical principles involved, is a particularly effective aid to motor learning.

It may be seen from some of these studies that much that is being taught on the sprint start has proven to be incorrect. Those who are responsible for writing track articles and coaching track may do well to modify and even change their thinking in view of some of the above evidence.

Editor's Note: This bibliography supporting this article will appear in the next issue.

SOME CHARACTERISTICS OF A PROFESSION

1. Regarded by its members as a life work.
2. Service is placed above gain.
3. Insists on highest standards of character.
4. Recognizes the status of the worker on basis of his worth.
5. Develops organizations and organs of communication.
6. Evolves a code of ethics governing work and behaviour.
7. Relies on a body of knowledge —scientifically valid and philosophically coherent.
8. Requires extended "professional" education and internship.
9. Exerts dignified yet aggressive leadership.
10. Is legally recognized by the law of the land.

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10733 - 101 Street, Edmonton, Alta.

A SUMMER OF DANCE

By HELEN GOODWIN

Lecturer, School of Physical Education,
The University of British Columbia,
Vancouver 8, B.C.

Of great professional interest to dance enthusiasts is U.B.C.'s new Summer School of Dance. The already flourishing Summer School of the Arts is treading new ground by featuring the dance as a new addition to this year's programme.

Jean Erdman, recognized as one of America's finest choreographers and a leader among the moderns, will be visiting the school as its Guest Director. Miss Erdman has appeared as a concert artist and lecturer throughout the United States.

The programme will consist of courses in movement analysis, dance history, national dance styles and contemporary theatre dance. Miss Erdman, who is well known for her vital teaching, will instruct three of the four courses, whilst the national dance course will be conducted by a panel of experts, each of whom is a specialist in a particular dance style. Dances of Israel, Serbia and the Ukraine will be amongst those studied this year. Successive years may see the scope of this course considerably enlarged. Little attempt has been made hitherto to incorporate the rich dance traditions being kept alive by our Canadian ethnic groups into school and college courses. Perhaps we will see more of this attempted as the professional skill of ethnic dance leaders is made available to increasing numbers of teachers.

The vital role of dance in all forms of recreational activity is too often overlooked. Whether it be folk, ballroom or creative, the effect on the individual of working with others in a rhythmic activity is a stimulating experience perhaps unequalley by any other form of exercise. Yet, in considering its recreational benefit, we should not lose sight of the essentially artistic aspect of the dance and the fuller experience this affords the participant.

There is still a great deal of work to be done to establish a place for creative dance in our physical education and recreation programmes. A look of horror usually accompanies the mere mention of such a thing, and the lack of dance-trained teachers does nothing to help the situation. Local celebrations in which schools are asked to participate frequently prove that, given an incentive, both children and teacher are capable of remarkably imaginative thinking. The problem, however, is how to make this kind of thinking permanent, and to keep it alive during the months when there is no festival or pageant to work for.

Enthusiasm it not always enough. It sometimes takes courage and determination to establish a new and different thing, such as creative dance in a regular programme. Determination certainly, together with a spirit of enterprise, are those qualities in a teacher that must eventually give our coming generation an opportunity to express itself.

Actual experience of working in a creative dance situation is not easily obtained. Students attending U.B.C.'s Summer School of Dance will have an opportunity to work with one of America's leading dance teachers in such a situation. Jean Erdman brings with her a wide background of professional experience. Her course in contemporary dance covers the related fields of music and sound design, invention, theatrical techniques of presentation, along with appropriate dance training. This is a bill of fare that must surely stimulate some lively activity. A student production to be given at the end of the course will be one of a number of special events that have been arranged. Outstanding amongst these events is a dance recital given by Jean Erdman herself, and a public lecture demonstration entitled "Dance Traditions East and West."

It is perhaps not too optimistic to say that we hope great things will emerge as a result of U.B.C.'s new summer venture. Let us hope that more of our young people will become "dance minded" and that some truly creative work will begin to take shape in our schools, communities and universities.

About the Author

Mrs. Goodwin has a Diploma from the Laban Institute of Dance. She also attended schools in Scandinavia and Europe on a scholarship. Mrs. Goodwin taught in Liverpool for many years before coming to the staff of the School of Physical Education at the University of British Columbia.

Volunteer Leadership

by DONALD R. MILNE, BA., M.S.W.

Executive Commissioner, The Boy Scouts Association Edmonton Council

"Why", said my Purist Friend, "an article on **Volunteer Leadership** in a **professional** Journal? We ought to devote that space to things that will promote our professional advancement!" The question was a good one and the answer, I thought, quite as good. "Count!", said I, "count the number of full time professionals and non-professionals giving leadership to all types of recreational programmes in any community. Then count the volunteers. You'll see what I mean — we can't overlook this huge and important task force. For better or for worse there are hundreds of volunteers for every professional. We need to use them properly and to work with them if we are going to raise recreation to the high standard we want to see " "Well perhaps," he grudgingly admitted, "but you'll have to sell me on that one. Tell you what — why don't you write this up and give us half a chance to rebut?". "Just what I plan to do!" I replied, jubilant in the feeling that my point was made," and in the next CAHPER's Journal!"

The challenge pronounced, with bit in teeth, I rushed homeward full of ideas for a draft on the importance of the volunteer. This is the result.

Make no mistake, I am for the volunteer. Every day I deal with dozens of them sound, mature, vital people. I see red at the way some are treated. I am agitated by the lack of better programmes for volunteer development.

Leadership is the determining factor in the success of any recreational programme, considering either the quality or the quanity of its components. No programme rises above the level of its leadership. Those who draft the programme may possess the highest ideals, the profoundest insight and the finest inspiration but unless these are matched by the competence of those who actually carry out the programme the effort is futile. There is a need to consider the place, use and value

of voluntary service in recreation because of the obvious fact that volunteers are in such widespread use.

Volunteer service is not restricted to programme or group leadership. Most recreational agencies depend on volunteers for financial, administrative and supervisory functions as well. Even in so-called public recreation agencies, often thought of as fully professionalized, voluntary boards, committees or other groups define, limit or supervise the activities of the full time person. A critical evaluation of the recruitment, orientation training and supervision of these volunteers is of the first importance if we are to achieve satisfactory standards.

Volunteer workers increase community understanding and support; they make the expansion of programme and service even in the face of severe financial limitations; they vitalize the entire work with their interest and enthusiasm and they bring a wide variety of skills. If their abilities and assignments are skillfully matched, if they are given proper support and guidance, if they are given a chance to prove themselves, there is not a reason in the world why volunteers cannot perform as adequately as any professional.

The components of a good volunteer development programme should include:

(a) Recruitment

(b) Selection
(c) Orientation
(d) Training
(e) Encouragement

Recruitment

Volunteers can be found. In some instances a questionnaire survey will uncover suitable persons. Press, radio and TV may be used to acquaint the public with opportunities. Specialized organizations e.g. fish and game, sporting clubs, craft groups etc. may be the source of qualified people. Advisory board members and programme leaders are often the very best recruiting agents as they are knowledgeable and sold on the work. With few exceptions, however, volunteers must be sought out. Often they do not recognize their own potentialities or are modest as to their abilities, yet if they can be shown that there is a need for their service and they can be helped to find their place they may make the very best leaders. A vigorous plan is all that is required to start off a good volunteer recruitment campaign.

Adequate recruitment assumes that detailed assignments have been worked out in advance and qualifications required defined for each job. Experience, age, sex, maturity, stability, background and general suitability in relation to the group to be served are important considerations. It is a mistake to restrict qualifications demanded to the technical alone. This takes into account only part of the learning process. Learning includes both direct and associated learnings. A woman in a craft group learns more than the craft, the boy on the hockey team learns more than how to play hockey, the youngster in the swimming class learns more than mere muscular co-ordination and swimming skill. Ability to work co-operatively, to share knowledge to contribute to the common good unselfishly and many other significant interpersonal values are involved. The secondary learning is often the more lasting in value. The programme leader can make the difference between positive, worthwhile experience and potentially harmful group experience. This demands that the best possible people be recruited. Just anyone with sufficient time is not good enough.

Selection

To seek the best implies selection. Adequate selection requires sensitive evaluation. Personal interview is by far the most satisfactory technique. A formal application, with references, supplements the interview as a guide for the interviewer and a source of routine record information, but should be the basis for selection itself only if personal interview is impossible. In such cases it is doubly important that references should be contacted and whenever possible independent contacts made to ensure that the applicant is of the right type.

Care should be taken to see that only those with the desirable minimum qualifications are accepted even at the risk of operating with reduced programme. Poor selections not only adversely affect the specific programme and the attitudes of the individuals within it, but may permanently injure the effectiveness of all programme and even the reputation of the agency and staff. It is better not to operate than to accept unsuited people, however willing and interested they may be.

Orientation

Full information should be provided new leaders on the general philosophy of the agency, the objectives of its programme, the relationships of the particular programme to total programme and the specific assignment including dates, times, places, facilities, staff, budget and internal routine (reports, supply, etc.). Time spent at this stage in clarifying administrative detail will pay ample dividends in smooth performance.

It is vital that the volunteer should be given every assurance of support and interest. The confidence and expectation that he will produce the results expected should be conveyed to him at the outset.

Volunteers should be given a measure of freedom in carrying out their assignments, subject only to reasonable standards of performance, and limitations of agency policy. As a general rule, volunteers will produce according to the degree of responsibility and confidence extended to them.

Training

Dr. Tyler, writing on "Some Keys to Successful Leadership" (CAHPER'S Journal, January, 1958) aptly points out that the two basic skills in leadership—"technical competence" and "competence in human relations" — **can be developed.** He also observes that these two characteristics are not often found in the same persons, at least as often as might be desired. If this is applicable to the full time recreationist it is certainly so to the willing but educationally less well prepared voluntary worker. The objective of a training programme should be to increase understanding and competence in both of these important areas.

By and large the technical aspect of leadership has been well covered in public and private agency training programmes. The human relations aspect has not. There is a need for wider understanding of what happens to people in programmes and in groups and of how these experiences contribute to the overall well-being of participants. There is room for better appreciation of the role of the leader in achieving the objectives set out. There is a crying need for greater sensitivity to fundamental human needs and the place of recreational activities in meeting them. A good training programme can increase the knowledge and understanding of professional and volunteer alike in this important area.

Training, as envisioned here, involves much more than formal courses. Provision of programme material and outlines, periodicals, news letters, books or library services, "on the job" supervision, conferences and observational excursions to other similar programmes are equally valid. Formal courses alone restrict effectiveness. (It is not always certain that all material presented is absorbed or can be applied). Invariably a combination of methods produces the best results. The training process is a continuous process which should be going on all the time. It should be presented in terms of an "invitation to learning". Certification or other recognition of exposure to training should not be an indication that the trainee knows all there is to know about a programme or activity, but that he has begun to learn.

Most volunteers bring willingness and enthusiasm as their principal stock in trade. The training programme helps acquire the skills they need to make their programme appeal and the understanding necessary to make it a meaningful and desirable experience for those they lead. Volunteers welcome an opportunity to extend their abilities or understanding. It remains only with the agency to be sold on the importance of training, to convey this conviction to the potential candidates and to provide opportunities.

On-the-job supervision is a key method. The visit of a friendily, interested supervisor during programme is itself stimulating and encouraging. Periodic conferences iron out problems or points of difficulty or misunderstanding. Such contacts are best on a regular basis as often as time and resources permit. Supervisory personnel need not be full time or paid. However, it is best if such persons are widely experienced and know the agency intimately.

Training has a direct relationship to length of service. A study conducted by the writer of over 1200 volunteers working in the Boy Scout programme revealed that length of service increases in direct proportion to the amount of formal training completed. Thus continuity of programme, a vital factor in success, is significantly affected by a training programme.

Encouragement

Maj-Gen. D. C. Spry, now Director of the International Bureau of the Boy Scouts Association, an agency which is undoubtly the largest user of volunteer leadership in the world today, once drafted a national plan for Canada on three basic points: Suggestion, Opportunity, and Encouragement. In it he pointed up the need for continuing inspiration and encouragement for voluntary workers. Here the basic need of every individual for recognition comes to the fore.

Volunteers must be made to feel an integral and important part of the organization, a cog without which the wheel

(Continued on page 42)

Playground Programs and Community Service

by
Howard R. Nixon*
Department of Physical Education,
University of Saskatchewan

Civic recreation departments can and do offer many community social services through their playground programs. Social service in the narrow concept is **not** the primary objective of playgrounds, but where possible and feasible such services should be included. It has been repeatedly said that, for program promotion, an adequate guiding rule is "operations should be for the greatest number of persons participating in a maximum program, for a minimum expenditure." There are, however, isolated problem situations involving only a few persons which do, on occasion, arise and these are all too often neglected by recreation departments. Such factors as safety, delinquency and health are dismissed as being the responsibility of some other agency. Through co-operation with the Health and Welfare Departments, the Department of Public Schools, the Juvenile Division of Police Departments, the Departments of Social Work and Juvenile Probation Departments, together with community planning groups, the playground programs can be made more functional.

Wanton free play activities are rapidly being omitted from playground programs, and are being replaced by educational and social service projects, which are conducted on the play level. Some of the more practical social service projects are outlined below.

1. **Social Adjustment**

Through co-operation and consultation with the home, the school, the community and perhaps the church, playground administrators can outline and plan aims, objectives and a program pattern to enhance the social adjustment of its participants. A program of this nature would not involve any specific program items for this particular purpose, but would, rather, employ leaders who are familiar with and skilled in the democratic process, and who would consider guidance and counselling as part of their regular duties.

The activity phases which could utilize these social techniques are large in number; organized activities such as athletics could develop and use elected junior leaders to serve as coaches, managers, captains, etc.; joint planning by the leader with the children for such special events as outings, trips, inter-playground visitations, parties, hikes and dances, etc.; where not directly affected by the administrative department, joint planning by leaders, children and interested community groups of playground policies and procedures would be beneficial.

Children with specific social adjustment problems such as shyness, dominance and other maladjustment traits, would have to be handled individually through careful integration techniques. This would require both skilled leadership and a working policy with the home and the school.

2. **Physical Adjustment:**

After consultation with the home, the school, and a handicap service agency, children who are physically handicapped may be integrated into various aspects of the program. This requires that the administration and leadership appreciate and understand the problems involved and be willing to extend extra time and planning for this minority group of children.

Activities such as crafts, music, drama and other less physically active games can be suited to nearly and handicapped child. Participation in restricted games is possible for some children with minor problems, but prior to including such a child in a program, the matter should be discussed with the family's physician.

3. **Juvenile Delinquency:**

Excessive credit has been awarded and undue credit been accepted by recreation as a prevention and cure of delinquency. It is well to appreciate the fact that recreation programs do have considerable influence on the curbing of juvenile delinquency, and not least of this service comes from the playgrounds. It is the moral responsibility of recreation departments to realize and accept this fact, and more important — do something about it. The

* See page 42 for Note About Author.

only successful program of delinquency treatment involves the close co-operation of such agencies as welfare, police, probation, schools, churches, homes and recreation organizations. It is essential that the administrators of these agencies, particularly the highly organized ones, clear as much of the "red tape" from the paths of their field workers as possible, in order to facilitate closer inter-agency relations.

Playground leadership institutes should offer adequate preparation to their leaders to meet this problem. Policies regarding delinquency and vandalism should be instituted and explained thoroughly. Lines of inter-agency referrals should be set up, together with explanations of each agency's policies and objectives. In communities where known delinquents reside, steps should be taken by the leader to ensure that the program is not jeopardized or that the other participants are not influenced by these persons. This does not infer that they should be excluded from the program, but rather that closer supervision and careful guidance must be given these children.

4. **Health and Safety Practices:**

The health of the child is generally considered the responsibility of the home. However, there are times when the playground leader has a better opportunity to observe the child than do the parents. This means that leaders must be prepared to recognize illness due to diseases, fatigue or accident, and know what actions should be taken in these cases. Co-operation with the Public Health Department in the matter of infectious disease and illnesses, particularly their recognition, should be considered essential. Policies should be set down regarding the informing of the family, rendering of first aid and procedures for emergency situations.

Safety practices should be incorporated as a phase of the playground program. Such activities as traffic kindergartens, traffic squads, clean-up groups, and minor repair projects can successfully be incorporated into programs. Assistance and co-operation in these activities may be obtained from the police and fire departments, the Red Cross, automobile associations, and various insurance companies. Elementary first aid and artificial respiration have been successfully conducted as a phase of the playground program for children of older elementary school age.

5. **Leadership Development**

The key to the democratic process is the opportunity for community members to participate in leadership, as well as followership situations. This points out the fact that provision must be made to train young leaders on our playgrounds. This training may take the form of occasional discussions, guidance during leadership situations, or special sessions for the young leaders. These leaders may be successfully employed to assist in overseeing free play activities on the play area and facilities, participate as activity leaders — as captains, coaches or officials for games periods, supervise street crossings and the travelling to and from playgrounds, and in countless other ways. The training of such leaders should not be confined to any specific age group, but should be extended, as far as possible, to every child on the playground.

6. **Community Services;**

The various drives conducted during war time in which children were involved as active participants illustrated the fact that youngsters can adequately serve their communities. Children desire to accomplish something worthwhile and tangible, this desire can be nourished and developed in playground situations. Publicity campaigns through posters, special programs and other media should be encourage for worthy events such as safety week, library week, clean up, etc. Collections of clothing and similar effects for needy agencies can be instituted on the playgroud level. It would be advisable for the administrating department to consider such programs and to provide necessary facilities, equipment, and leadership for their encouragement.

It is not the aim nor the purpose of this article to state or imply that social services should be a primary function or objective of playgrounds. However, the omission entirely of any of the above, or similar projects, is a grave and common error on the part of leaders and administrators. The opportunity for service is present, the benefits from such programs are tremendous and their inclusion enriches the entire playground movement.

The Bell Variety Show and the Mid-Canada Radar Line

by
H. Gordon McFarlane*
Supervisor Recreation
Trans-Canada Telephone System
1050 Beaver Hall Hill, Montreal

When the Mid-Canada Radar Line was built, recreation was given a paramount place in the total planning. The Main Stations were equipped with recreation halls complete with gymnasiums, shower and locker rooms, libraries, photography dark rooms, woodworking rooms and general crafts rooms. Even the small sites which only have two men were not overlooked. A Recreation kit designed for two men was put on these sites. These kits included crafts, small games such as darts, checkers, etc.; outdoor games such as horseshoes, baseballs and gloves; as well as a small library (which included a cook book). This equipment was placed in a cabinet which was so constructed that it opened out into a workbench.

Like the song from the musical "South Pacific" the men had everything but "dames". We in the Recreation field in the south are concerned about effect of spectator sports on our program, but I think we would all agree they have a place in our Recreation program. The problem is that spectator sports become top heavy in our total Recreation program. On the Mid-Canada Line we had no spectator recreation whatsoever. We decided to give the men on the Mid-Canada Line a spectacle and "dames". Thus the Bell Variety Show was born, for isolated RCAF Stations and the Mid-Canada Line.

Over Sixty Rehearsal Hours

The first step in organizing the show was to place notice on the 430 notice boards of The Bell Telephone Company in Montreal, inviting employees to an audition. From these auditions a two hour show was put together, which included a chorus line, male and female vocalists, a magician and novelty acts. To jell these acts into a professional type of show, long hours of rehearsal were needed. Over sixty hours went into these rehearsals on Saturdays and week-day evenings.

The next step was to raise money for costumes. This was done with the cooperation of the Telephone Pioneers of America (people with over 21 years service in the Bell System). The Pioneers sold the tickets for two performances given by the Bell Show in the Bell Telephone Beaver Hall Building in Montreal. They received 40 percent of the profits. The money they received went towards fostering programs for the retired employees of The Bell Telephone Company. The 60 percent of the profits the show received was adequate enough to pay for the costumes.

RCAF Recruited

From these performances we knew we had a hit on our hands, and we were now ready to approach the RCAF for an aircraft. After talking with the Recreation Officers at Air Defence Command, it was decided that we should prove that the show was worthwhile and the best way to do this was to put on a show for Air Defence Command Headquarters. A month later we had our aircraft for a tour of the Mid-Canada Line.

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* **About the Author:** Gordon McFarlane has attended Bishops College, Sir George Williams College, and University of Western Ontario. He has received Bachelor of Arts' degree, Diploma in Association Science (YMCA), and Recreation Director's Certificate (Ontario Department of Education). His employment experiences have included positions as Athletic Director of Sir George Williams College (Montreal) and Executive Assistant of Montreal Parks and Playgrounds Association. Upon leaving his present position in June of this year as Recreation Supervisor of The Trans-Canada Telephone System he will become Executive Director of the Dawson Boys' Club of Montreal which is now under construction.

Eskimos see a Variety show for the first time in their lives!

Planning for the tour was also going on at the Mid-Canada Line Stations. We asked all the sites to erect a stage at least 25 feet wide, 15 feet deep and 3 feet high. Back and side curtains were a must and front curtains optional. When we arrived most sites had erected stages of 40 feet wide and 25 feet deep. All stages had front, back and side curtains. The sewing sessions that went into making the curtains on these all male stations is a story in itself.

This was only a start. A complete program of the show was sent out to each site. This enabled the Hi-Fi clubs to make arrangements to tape record all the musical numbers, each number was timed down to the second. The Photo clubs not only wanted the program of the performance, but also a program of all the activities while the troupe was at the station so that the complete visit could be made into movies and an album for the Mess.

This naturally led to many other committees being formed such as a Program Committee (each station put out a newspaper giving the menus for the special dinner, estimated time of arrival and departure of the show, and a complete list of the girls' names, and special activities which had been arranged). By the time the show arrived on the site each man on the site had served on at least one committee. A month of planning and fun went into this 24 hour visit of the Bell Show. This planning on the sites was the real recreation, the men found that a great many things can be accomplished, even in the far north, with planning and co-operation.

The Follow Up

What happened after the show left? Naturally there was an immediate letdown. However in a few weeks stations had produced their own variety show, (before the stages were dismantled). The Hi-Fi clubs had extra tape recordings of the show made and distributed to the small isolated two man stations, so that the men on these lonely Radar Stations could also share in the activities to a small extent. The Photo Album and movies are still being enjoyed, and are now in the process of being interchanged by the stations.

The Bell Show in the last two months has been doing good work close to home. The Royal Canadian Mounted Police in the north were invited whenever possible to our performances on the Line. When we arrived back in Montreal we were invited to do a performance for the RCMP Mess dinner. Our next performance oddly enough was for the John Howard Society for the inmates of the St. Vincent de Paul Penitentiary.

There is still many more performances to do for the RCAF isolated stations and veterans' hospitals, and we sincerely hope that the people in charge of these stations will make our visit more than a performance. That they will use our visit as a means of getting people to work together for enjoyment of life through recreation.

The Role of Physical Educators is to Develop . . .

FITNESS -- A WAY OF LIFE*

by C. H. McCloy
Research Professor Emeritus
State University of Iowa
Iowa City, Iowa

* This article is part II of a talk given by Dr. McCloy to a group of physical educators in the spring of 1958. Part I appeared in Feb.-March issue (Vol. 25, No. 4)

PART II

The Elementary School

II. **Elementary School Ages.** The ideal time allowance would be about 5 half hour or three quarter hour periods per week. Not many schools will have that. But in three periods per week—if they are at least a half hour long—a great deal of good can be accomplished. At **all** school ages, it is necessary to work for physical education, and emphasis upon the development of a knowledge of mechanical analysis of motor skills. There is an excellent book on this subject published by Prentice-Hall, the author of which is John Bunn, **The Scientific Principles of Coaching.**

There is a considerable need for much strenuous exercise, which would seem to be a benefit for any age. The individual should, of course, work up the amount of dosage gradually. Even at the high school level, one does not run a mile competitively after three practice sessions!

When the individual enters the elementary school age, some such programs as the following might be suggested:

FIRST GRADE: There should be some calisthenics for conditioning, for posture development and for corrective physical education. This can be mixed with games, for rhythmic activities, folk-and-gymnastic dancing, mimetic exercises, and a considerable amount of apparatus work. This latter can consist of such things as jungle gym, ladders, bars, ropes, rings, trapeze, and equipment such as that. There has been a considerable amount of proof that this type of activity is highly desirable for a normal chest. Individuals who have the normal chest developed, have a much lower incidence of tuberculosis and disabilities of that kind. Again, at this level one should be sure **not** to miss the fitness objective.

SECOND GRADE: To the activities listed above, add relay races.

THIRD GRADE: Add stunts, individual athletic activities, athletic games such as soccer, softball, etc. Newcomb is a very good activity for the development of skill for volleyball.

FOURTH GRADE: Here add track and field events and a good deal of activity such as mass track meets.

FIFTH GRADE: Here add such activities of the apparatus nature as heaving events, bowling, benches, ropes, ladders, and also probably some of the type of activity developed in the book **Circiut Training** by R. E. Morgan and G. T. Adamson, published by G. Bell and Sons, London. This type of program is made up of a number of rather strenuous events, originally planned only for college programs, but many of the events are perfectly good for even elementary school children. These are such as swings on a rope, wrist rolling with a weight on a string, and the whole rolled around something like a broomstick, push-ups—or even knee push ups, dumbell sideward raises, and a barbell straight arm swing up or a dumbell forward raises or sideward raises using different weights of bells and doing a different number of executions. Many activities of this kind can be utilized even at the elementary school level.

In addition to this type of activity, activities utilizing the resistance of the person's own weight are very frequently made use of. For this type of activity may be illustrated with one or two of the following types of exercise: (1) the person lying on his back, arms by his side, palms down,

knees are bent and raised to a certain extent, and then the individual raises the lower part of his body by pushing down with his arms. To make more and more resistance, the legs may be held farther and farther forward towards the floor.

Another activity of this type would be to have an individual lie prone or face down, with the arms resting beside the hips, palm down, and the knees bent, and the lower part of the body raised from the floor by pushing down with the hands. As the individual becomes stronger, the legs may be held straighter and straighter.

Need For Supervisors

In the elementary school programs, all too frequently there is no **direction** of the physical education program, but too frequently the teachers are left to their own devices, often without a manual. If there is at least one supervisor to half a dozen such schools, a fairly good program can be eventually worked out. The writer at one time was a supervisor of physical education in a public school system of a city of 12,000. The teachers were given about twelve periods of in-service training, giving them the nomenclature of exercises, and the techniques of leading such exercises, as well as giving them directions as to how to organize games programs, and relay programs and things like that.

Then the schools were given mimeographed copies of calisthenics exercised programs, for each grade and these were changed every three weeks. The supervisor visited each classroom every three weeks, demonstrated the exercise program to the teachers, and had also the games program, and rhythmic program worked out and mimeographed. This program was very well received, by the pupils and teachers, both apparently enjoying the program.

The Secondary School

III. **Secondary School Programs.** Much of the same type program can be an extension of the upper elementary school program, but somewhat more advanced. There should be plenty of calisthenics and sports, and it should be seen to that there is enough dosage. There should be very little idling in the program where three or four children are doing the exercises and the rest awaiting their turn. The program should not be for the few only. That is often the difficulty with a program of varsity sports.

Here is the place to prepare the secondary school youth for exercise and fitness in later life. Otherwise, when he leaves school, frequently he has no idea of how to carry on to remain fit. Such a program might include the following:

A. One of the types of exercise that can be used the year around is a series of **programs of calesthenics to be used the first thing in the morning.** In general when one first arises from bed, and starts to exercise, he usually feels that he has no energy whatsoever. The blood has gathered in his abdominal viscera during the night, and when he arises, gravity pulls much of the blood out of his brain, and he has relatively little energy. This can be avoided by doing about seven or eight exercises while still in bed, before arising. This will take about three to four minutes. Then when the person arises from bed, he is full of energy, and can carry on with 10 or 15 other exercises. This is a program usually unknown to most people who have finished school, and hence those desiring to start their exercise in the morning, usually find that they do have the energy to carry on.

B. Another type of exercise is the so-called **"Isometric Exercises."** This type of exercise is one which will develop a great deal of **strength**, but not much endurance of the circulo-respiratory type. To get that type of endurance, one would need to do a good deal of stationary running, or running of any kind to develop that type of endurance. In this type of isometric exercise, the individual has to contract each muscle group that is desired to develop, and the contraction must be at least 75 to 80 per cent of its **maximum. Even one such contraction a day** will frequently result in from 2 to 4 per cent of increase in strength **per week**, until the individual has tapered off to somewhere near his maximum.

C. **Decentralized Recreation.** This material has been treated in the April issue (1958) of the Journal of Health, Physical Education and Recreation, published in the United States. Briefly it is recreation conducted in backyards, vacant lots and some-

times in blocked off streets, where there may be such activities as badminton in one yard, deck tennis in another, archery in another, feather ball (Journal of Health, Physical Education and Recreation, September, 1949), and activities of that type. This type of activity is also found in the development of clubs for sports, such as in the Central Council of Physical Recreation in England and in the club activities of Sweden and Germany. This type of activity and all of those listed above may be continued up to the time when the individual is 85 years of age! In a publication by the Michigan State Medical Association, dealing with gerontology, the statement is made that for this age group, **exercise is as important as nutrition,** and this is probably true.

Probably Impossible

Can this be done largely by sports? It is very probable that it is almost impossible. The reason is lack of facilities. If half of the people between 12 years of age and 45 years of age were to exercise by sports alone three times a week, for each 10,000 of the population diversifying the program, the following facilities would be necessary: three swimming pools, four golf courses, four baseball diamonds, ten tracks, twenty gymnasiums, twenty softball diamonds, twenty volleyball courts, ten touch football and soccer fields and a similar number for girls for field hockey, seventy-five tennis courts, and seventy-five badminton courts. You can see that the number of facilities needed would be fantastic! Hence, there seems to be little hope that fitness will be maintained for any large number simply by athletic sports.

If one tennis court were used to capacity for doubles from six in the morning to eight at night, it would take care of only 56 people. Obviously they are **not** always used to capacity, and usually a tennis court that can take care of twenty-five people a day is doing pretty well. We find that in Chicago there is one tennis court for each 6,700 of the population! It will be seen that to make any attempt to provide adequate facilities for any large number of the population with sports alone is doomed to failure. **Hence, something other than sports must be used to render the Canadian public conscious of a fitness program.** Just plain home exercise is probably the most important thing to emphasize.

There should be, of course, part-time use of schools in afternoons and nights, the use of playgrounds, parks, and camping facilities.

There should be private facilities as well, such as bowling, golf, and private courts for tennis. There should be a greater development of hiking, cycling, boating and activities of that kind. Again, it is important that the schools should not **over** emphasize the matter of varsity sports. To do so, will usually leave out of the program a large proportion of the people who are not gifted enough physically to make the team and result in a minority representation.

Health Education

There should be, of course, large emphasis upon the matter of medical examinations. Too frequently this has been emphasized only for the school population. There has not even been adequate emphasis upon indoctrinating the post-secondary school population with the need for keeping up their medical examinations.

Along this line, the large increase in coronary occlusions, partly due to advancing age, partly due to an overly rich diet, has been posing an important problem upon all. Here there needs to be a considerable emphasis on a low fat diet, and on adequate exercise. Both are important factors in reducing the matter of coronary occlusion.

Classic Study

From the matter of exercises, two workers have studied the incidence of coronary heart disease among 25,000 drivers and conductors, 33 to 64 years of age, of the buses, trams, and trolley buses of the London (England) Transport Executive. Nearly all the conductors' work was on double-decker vehicles which required considerable physical activity, as contrasted with the drivers' relative physical inactivity. The **mortality rate** per thousand from coronary heart attacks was at least twice as high for the sedentary drivers at three days, three months and three years from the onset of the first clinical episode. As

a result of these and other observations, the authors advanced the following hypothesis: "Men in physically active jobs have a lower incidence of coronary heart disease in middle age than men in physically inactive jobs. More important, the disease is not so severe in physically active workers, tending to present first in them chest pains, and other relatively benign forms, and to have a smaller case rate and a lower mortality rate."

Evidence in other medical circles including the study by the Michigan State Medical Society, and statements by Dr. Paul D. White, prescribe exercises as being as essential to good health as eating and sleeping.

Need For Two Manuals

The writer believes that there should be two manuals written for people engaged in programs of physical fitness. One of these should be a manual of physiology of exercise which should be written primarily for the people who are attempting to become adequately fit. These would be fairly non-technical so that they would be immediately useful. A second such manual should be written for physicians, who, in many cases, know almost nothing about physiology of exercise and have many misconceptions. One such manual has been written by Dr. Arthur H. Steinhaus of George Williams College in Chicago, and is a combination of the non-technical types of writing and the technical. One written by the present author, and published only in mimeographed form, is also a combination of technical and non-technical types of writing. It is recommended that both types be revised and each made to fit one type of reader.

In the matter of recreation programs, all too frequently the interest in those has been associated almost entirely with organized playgrounds or community centers. Individuals who advocate a decentralized recreation (see the April 1958 issue of the American Journal of Health, Physical Education and Recreation) frequently give little attention to decentralized recreation where the individuals play in their backyards, their basement playrooms and places like that. Unless the statistics of such recreation programs are made available, so that they can be reported in their annual reports, all too frequently they are ignored. The present writer feels that they should be given greater weight than the organized playground type of recreation. In fact, in most communities, the amount of recreation would be 5 to 10 times greater than that found in organized playgrounds.

In studies done on such activities, one town of 1,000 (Lisbon, Iowa), within six months there was organized play facilities in one yard out of six, and the amount of organized recreation had jumped greatly.

Incidentally, there needs to be emphasis not only on recreation for people in towns and cities, but also emphasis given to persons living in rural communities.

Writing: There should be a considerable emphasis upon the preparation of fitness manuals for each age group. That is, there should be manuals for the infant group, manuals for the pre-school group; manuals for the elementary group; manuals for the secondary group; and manuals for each age group of the adults all the way up to the very aged.

There should also be magazine articles and newspaper articles written from time to time for the purpose of stimulating interest in fitness and giving some hints as to how to achieve it and to make known the sources for such materials. Manuals by Dr. Arthur H. Steinhaus on "How To Keep Fit and Like it," another one by Dr. Thomas K. Cureton, Jr., and others should also be made generally available.

There should be a speaker bureau which would make provision for expert speakers who can address various groups such as civic groups, etc.

There needs to be an emphasis upon various conferences. For example, at the State University of Iowa, each year in October there will be a conference on Gerontology. We have in the past emphasized a program of exercise and nutrition.

At Iowa State College at Amos, there has been, each June, a conference on Health Education. Throughout the state from place to place and from time to time there will be conferences on the heart problem, with speakers who are experts in these subjects.

There seems to be also a need for general emphasis upon the matter of promo-

tion. In Ottawa, the Citizens Council on Children and similar councils are very well adapted to promoting programs of fitness. **Very frequently women's clubs are much more effective than men's organizations.** The men are frequently tied up in practical politics, while the women are interested in their husbands and children. They go ahead without fear of consequences and frequently have results. The women's clubs or Parent Teacher organizations are extremely important. In other words we need to make fitness programs available and fashionable.

Why cannot Canadians do a **much** better job than the citizens in the United States are now doing? The population is very much smaller, and if the provinces were to get together, and work out a **national** program, which could be improved on from time to time when needed; it would be much easier to work out ten or eleven programs than it would be to work out 48 programs for the 48 states. I would suggest that the physical educators and the interested physicians combine their brain power, and set up a national program which can be varied and modified from place to place and province to province, as indications for such modifications are made evident.

PLAYGROUND PROGRAMS AND COMMUNITY SERVICE — Howard Nixon

(Continued from page 34)

About the Author:

After completing his physical education undergraduate degree at U.B.C., Howard Nixon returned to his home town Saskatoon to join the staff of the University of Saskatchewan following periods of employment in the field of recreation in Edmonton and Wetaskiwin.

As an athletic coach he has a most creditable record; especially in W.C.I.A.U. wrestling and swimming competitions.

"Howie" has completed his Master's degree as well as his course work on his doctorate at Indiana University. At Indiana he gained the valuable experience of being graduate research assistant to Dr. Karl Bookwalter, who has made such fine contributions to the scientific basis of physical education.

Currently Howie is president of the Northen Saskatchewan Branch of CAHPER. Unfortunately, Howie will miss the Edmonton convention because he will be attending summer session at Indiana University to write up his thesis and so complete his doctorate.

OPERATION — "BOOTSTRAP"

Target: Each branch to stimulate organization of at least one new branch.

Factors:

(1) The human factors, inertia, time, will, modesty.

(2) Leaders with professional zeal needed.

(3) Avenues of communication.

(4) Key contact people to be located.

Courses Open:

(1) Do Nothing!

(2) Do Something!

Plan:

(1) Strike "Branch Extension Committee" composed of people with tact, vision, and energy!

(2) Leave plan of approach to their good judgment!

(3) Watch CAHPER's grow nationally!

VOLUNTEER LEADERSHIP . . .

(Continued from page 33)

of progress and performance would slow if not grind to a stop. Their contributions in time, effort and thought should receive appropriate special recognition. Commendations from superiors, certificates of service, letters of thanks, tangible presentations and so on have a place in creating the "feeling of family" and of personal worth and significance which is so important. Public announcements of appointments are at one and the same time good public relations and recognition for the individual. At no time should the work be viewed as a "joe job" but as a responsibility and a privilege which carries its own reward. The value of such contributions to the whole community merits stress.

Recreational leadership is a gratifying form of community service. It brings benefit to the volunteer himself, to the agency and to the community at large. A carefully conceived and carried out programme of volunteer development, extension and development of any recreational programme.

Branch Agenda Items:

GUIDE LINES FOR ACTION

PROGRESS REPORT OF THE WOMEN'S ATHLETIC COMMITTEE

by

MISS RUBY ANDERSON, Chairman, University of Alberta, Edmonton

Study groups have been set up to prepare reports on "Standards and Policies in Women Athletics" and these will be reported at the June 22-26 Edmonton Convention. The following CAHPER branches have indicated that they have accepted the responsibility to report on the area or areas listed below:

Greater Victoria Branch — Aquatics and/or Volleyball

British Columbia Recreation Branch — Grass Hockey

Manitobia Branch — Curling

Greater Montreal Branch — Gymnastics

Institut d'Education physique, (Montreal) — Volleyball

St. John's Nfld. Branch — Grass Hockey (instead of skiing)

The Edmonton Committee presumes that the other branches which have not replied are preparing reports on their designated activity areas. If any branch is able to cover an additional area, the committee would recommend that skating and skiing be considered. It is also desired that a second group be activated to study aquatics if possible.

The program committee has scheduled the Women's Athletic Committee sessions for Wednesday June 24th.

See you at the Convention!

—Edmonton W.A.C.

THE UNIVERSITY OF MANITOBA

REQUIRES TWO FEMALE PHYSICAL EDUCATION STAFF MEMBERS

Applications are invited to fill vacancies in present staff.

Duties will include instruction in the required program, supervision of selected intramural activities and responsibility for women's intercollegiate activities.

Attractive salary schedule. Remuneration and rank dependent on qualifications and experience.

Interested applicants should write:
The Head, Department of Physical Education, University of Manitoba, Winnipeg 9, Manitoba.

JOB OPPORTUNITIES

Members of CAHPER's who are in a position to hire personnel or make recommendations regarding the employment of professionally-trained practitioners are urged to arrange the announcement of employment opportunities in the Journal. **The special rates for notices of job opportunities and summer or winter course announcements are $60.00 for full page, $40.00 for half page and $30.00 for quarter page.**

Members who will take the trouble to see that their school system or agency advertises in the Journal are, in a very significant way, building a Journal which does in fact render a **service to "professionally-minded" practitioners.** Perhaps the least we can do for those members active and loyal to the concept of a truly professional organization would be to give them first chance to apply for the so-called "best" jobs by informing them through the Journal.

The remuneration for such ads also makes a valuable contribution. **Two such ads from each branch would pay for one issue of the Journal.** Is your branch carrying its weight in the solicitation of advertising?

BRANCH REPORTS:

Greater Victoria Branch

by FRED L. MARTENS
Journal Correspondent
1874 Carnarvon Street
Victoria, B. C.

The first two stated aims of our Branch are:

(i) to stimulate active interest in health, physical education and recreation and

(ii) to acquire and disseminate knowledge in these fields.

We have just completed two projects which we hope fulfill, in part at least these two aims.

In-service Program

Our first project, in January, was an encore of a successful experiment last year. It consisted of a one-night in-service programme with assistance planned particularly for teachers in the elementary schools. All elementary schools were circularized and invited to attend and, if they wished, to participate in a demonstration of activities suitable for their classes.

Members of our CAHPER Branch presented games, exercises, combatives, tables, etc., which they themselves had found popular and useful. The guests were given mimeographed material on some activities and took notes on others. The evening concluded on a social note with coffee and doughnuts provided by the Branch.

The elementary school teachers, most of whom are not specialists, appreciate this assistance and we feel that we have contributed to the furtherance of a better programme.

Demonstration Staged

The second project, "A Physical Education Demonstration", was presented on Saturday, February 28. This could be an annual presentation but we have displayed our wares in this fashion once in approximately three years.

We call it a "demonstration" rather than a "display" or "show" because we attempt to demonstrate for the parents what goes on in the physical education classes. The date is chosen so as to fall on the eve of Education Week and thus the demonstration really becomes a part of this observance.

It may be of interest to describe a few of the items in our programme. This year we attempted a volleyball progression beginning with Grade II pupils with their elementary ball-handling skills and progressing to Grade VI children who showed the more difficult skills of volleying and serving. A group of Grade IX students demonstrated a variety of serves and more advanced ball handling. Finally, a Grade XII group displayed the skills of spiking and played a short standard game.

The majority of the 400 odd children taking part in the evening's activities were elementary school children performing in the rhythmic numbers. One group consisting of 120 youngsters from five different schools did two simple folk dances. Three different groups from as many schools unfolded a story in three acts in their creative dance, the liaison being provided by the Supervisors.

Pyramid building and tumbling formed other impressive parts of the programme.

Besides the advantage of enjoyable and profitable experiences on the part of the teachers and children involved, we feel that demonstrations such as the one described are among the best agents of good public relations and they do stimulate interest in our field of work.

THIS CAHPER JOURNAL DEPENDS ON THE INITIATIVE OF VOLUNTEERS AND BRANCH EXECUTIVE OFFICERS.

Why not send the Journal excerpts from editorials, cultural activity magazines, provincial association bulletins, etc.? If this Journal is to be truly national in spirit and content then it must obtain equal coverage for all provinces.

TRANS CANADA GRAPEVINE

Some of the players of the Canadian Women's Basketball Championships conducted in Calgary this spring are prominent physical educators. **Pat Lawson**, secretary of the North Saskatchewan Branch of CAHPER and University of Saskatchewan staff member played outstanding basketball for the tournament champions from Saskatoon. **Mrs. Connie (Horeak) Nixon** (U. of A. '56) also a CAHPER member, won the "Best Sportsman" award to please her Calgary teaching colleagues.

The Toronto team included three graduates of the School of Physical Health and Education of the University of Toronto, **Grace** and **Mary Barnett** '47 and **Mary Macdonald** '53. Grace is teaching at London Central, Mary Barnett at Eastern High School of Commerce in Toronto and Mary Macdonald at Port Credit's Gordon Graydon High School. Mary Macdonald won the honour of being selected as centre forward on the first all-star team of the tournament.

* * *

The International sports headlines this spring includes **Rae Milligan,** also of the U. of A. '56 class. Rae, having won many golfing honours in Canada, succeeded in going as far as the quarter finals in the British Women's Open this spring. Rae, a native of Jasper, Alberta is a physical educator at Calgary's Western Canada High School.

* * *

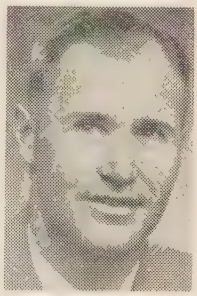
Convention registrations are coming in at Journal press time at a most encouraging rate. The convention has all the earmarks of being distinctly representative of all provinces. **Doug Eaton** of Memorial University of Newfoundland will likely be the delegate who travels the farthest. **Bob Routledge,** the **Edmonton Conference Chairman,** with **Dr. Don Smith** and **Herb McLachlin** look forward to the funny "Newfoundlandish" stories which Doug Eaton relates.

Barbara Fry

As on this date, June 2, among those who have registered from Nova Scotia are **Freda Wales, Barbara Fry,** and the **Maurice Hennigar's** and **Abol Ziai,** all of Halifax. Abol is director of recreation for Halifax. Barbara is president of the Maritime CAHPER Branch.

* * *

Toronto delegates registered so far are **Donald Maskell, Jack Passmore, Helen Bryans, Rae Speirs, Gord Wright, Jean Forster, Alice Trevis, Bernice Davidge** and **Mrs. Evaleen Barker.** Mrs. Barker is a trustee of the Toronto Board of Education. From the University of Western Ontario will come Mr. and Mrs **Bill L'Heureux.** Bill will be remembered by Journal readers for his outstanding article in the 1957-58 volume year calling for some changes in hockey rules for minor leagues.



Jack Passmore

Bill L'Heureux

* * *

Heading the Montreal delegation from the Institut d'Education physique will be **Cecile Grenier,** winner of the 1957 national honour award for physical education. Accompanying her will be **Claire Charbonneau,** president of the Montreal

Nancy Cannon

Branch Institut d'Education physique, **Gerry Ann Dubrule, Martha Roy, Gladys Bean** and **Nancy Cannon,** president of the Greater Montreal Branch.

* * *

Bob Osborne

Confirmed registrations from British Columbians include **Lorne** and **May Brown, Jack Fouracre, Morris** and **Joanne Slater, Fred Martens, Monica Lindeman, Max Howell, Anne Tilley** and **Bob Osborne.** It's pleasing to note how, as a past president of the national association, Lorne Brown has continued to show the same keen interest which has won him such respect form his colleagues across the nation.

* * *

The convention will miss both the serious and light contributions by **Dr. E. J. "Curly" Tyler** of Brandon College. "Curly" is always a 'colour figure' in any gathering. As a consulting psychologist he has commitments in the east at convention time. The Alberta Recreation delegates will particularly miss "Curly" for he has made outstanding contributions to the Alberta Leadership Training Seminars during the past two years, the most recent of which was held in May.

Dr. E. J. Tyler

* * *

Alphonse Dulude

Among those who will will unfortunately miss the convention includes the outstanding citizen from Ottawa, **Alph Dulude,** a former honour award winner. Alph is an "ambassador extra-ordinary" in bringing together people of French-speaking and English-speaking cultures into closer understanding. Moreover, as immediate past president of the Parks and Recreation Association, he has worked conscientiously to bring the fields of parks, administration, recreation supervision and physical education programing into closer harmony.

* * *

Manitoban's who have indicated their intention of attending the convention are **Andy Currie,** (the Convention Executive Committee chairman of the 1955 Winnipeg Convention), **Marion Carter Elsie Gauer, Sid Chapman, Emil Hrenchuk** and **Charlie Barbour,** Winnipeg's Superintendent of Recreation. From Brandon there is a possibility that YMCA Secretary **John Miller** and his Women's Physical Education Director **Georgina Boux** may attend.

* * *

Registrations from Saskatchewan includes **Wally Stinson,** (whose views on federal legislation for physical education and recreation will be looked forward to with interest), **Mrs. Mary Ellen Burgess, Jack Wilkie, Jack MacKenzie,** (the president of the re-vitalized South Saskatchewan Branch), **Miss Pat Lawson,** and **Glenn Tuck** Prince Albert's Director of Recreation).

Mary Ellen Burgess

Wally Stinson

* * *

From the above notes the Edmonton Convention will assuredly have a cross-section of our keenest people to plan "Trails to New Frontiers."

* * *

The outstandng report on a survey made of European physical education programs by Inspector Pritchard which has become known nationailly as "Pritchard's Report" will appear in the next issue. It was held over in view of its length to make room for convention count-down data.

—A.F.A.

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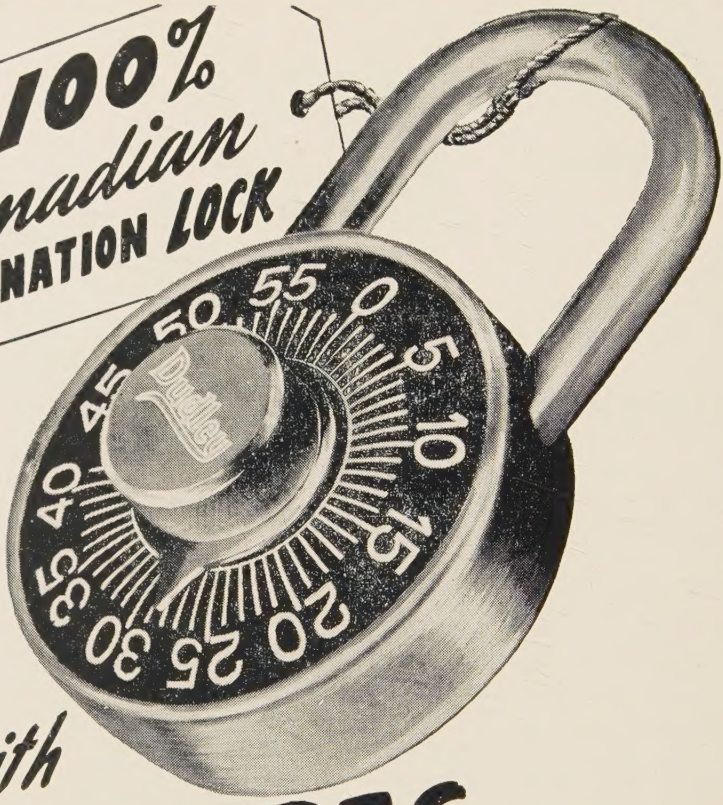

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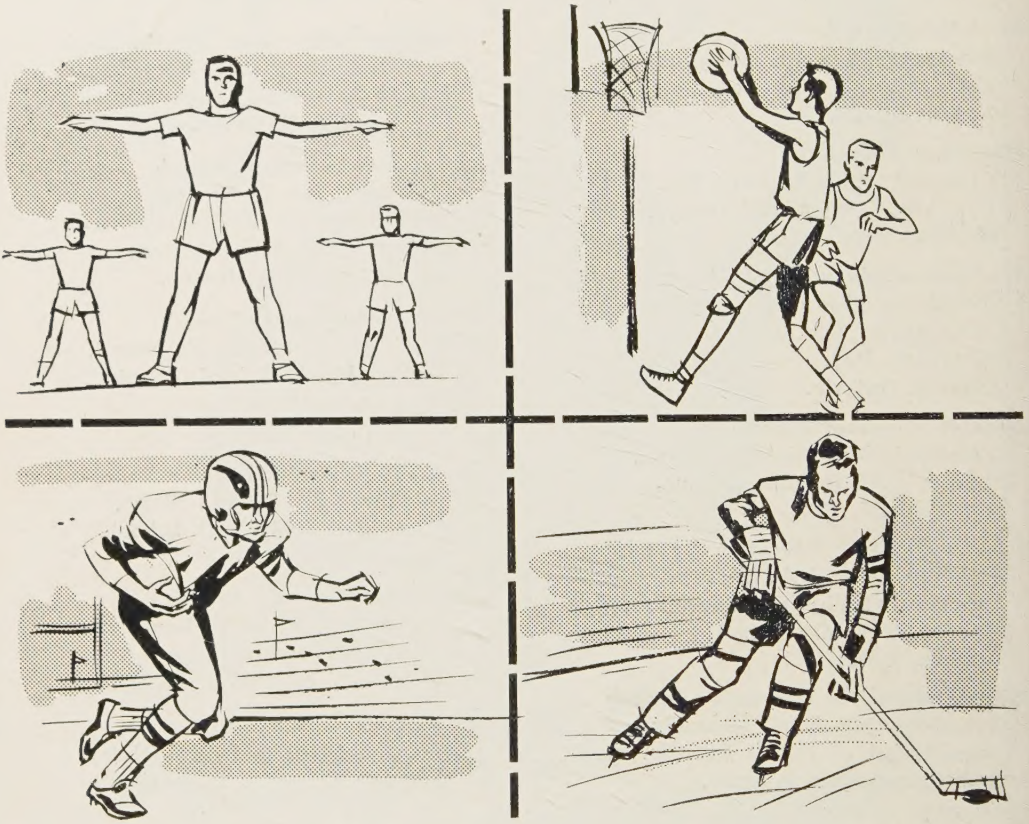

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